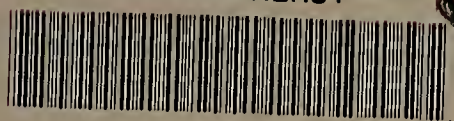


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Roxbury Charter School Application

Submitted to the

**Commonwealth of Massachusetts
Executive Office of Education**

February 1994

Submitted By:

ROY JORGENSEN ASSOCIATES, INC.
Educational, Facilities and Management Consultants
P. O. Box 70 • Buckeystown, Maryland 21717

JORGENSEN

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February 14, 1994

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Secretary of Education
ATTN: Charter School
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

RE: Roxbury Charter School

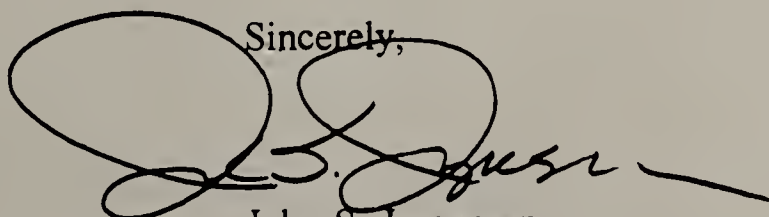
Dear Sir/Madam:

We are pleased to submit this application for development and operation of the Roxbury Charter School for the Commonwealth of Massachusetts. Several things should make our unique qualifications and mission stand out:

- **Our Mission.** A back-to-basics elementary school with rigorous standards for pupil performance.
- **Educational Experience.** The Team has extensive experience designing/managing educational institutions in the U.S. and over 15 foreign countries.
- **Facilities Management Experience.** We also have extensive experience managing large-scale facilities for clients like Toyota Motor Sales USA, NationsBank, and many others.
- **Firm Commitment.** The Firm is comprised of over 250 professionals dedicated to providing quality services. This enterprise will not be just another project for us. It represents a challenging undertaking in which we will invest significant corporate support to ensure quality results and from which we expect to receive significant personal satisfaction.
- **Key Personnel.** Our Team will be led by our Senior Vice President for Educational Services (John McCullough) who has broad experience in school design, startup and operation and facilities operations. He will be supported by an on-site staff of professionals inspired to realize our goals.

Please consider this application as a beginning point for discussions on how we can become involved in the Massachusetts Charter Schools effort. We will entertain modifications to our proposal as you see fit. Thank you for the opportunity to submit this application. We look forward to working with you on this challenging effort.

Sincerely,



John S. Jorgensen
President

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February 15, 1994

Jose Alfonso
Policy Analyst
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The Commonwealth of Massachusetts
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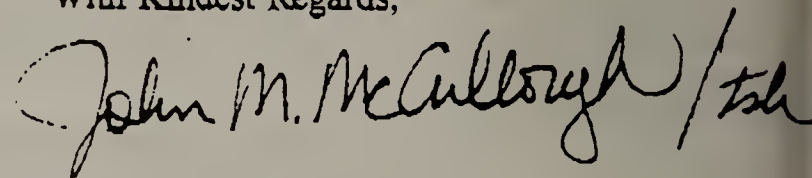
RE: Addendum to Charter
School Application

Dear Mr. Alfonso:

To avoid confusion I wanted to clarify that our proposal entitled Roxbury Charter School Application applies to both the Roxbury/Fenway sections of Boston. We can just as easily call it the Fenway Charter School or the Fenway/Roxbury Charter School. We would plan on recruiting students from both areas. Thus, any or all of the names could be used. If our Charter is approved we will settle on a specific name. Please include this notation with the three copies of our application.

Thanks for your assistance in my recent trip to Boston. I look forward to the possibility of working with you and other EOE staff in the future.

With Kindest Regards,



John M. McCullough
Senior Vice President

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

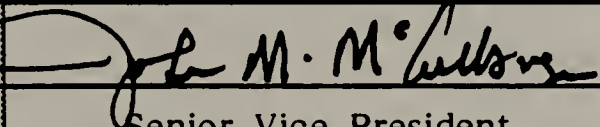
Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

Roy Jorgensen Associates, Inc.

Name of organization/group filing for charter school status

Contact Person Name:	John M. McCullough	
Signature:		Date: 2 /10 /1994
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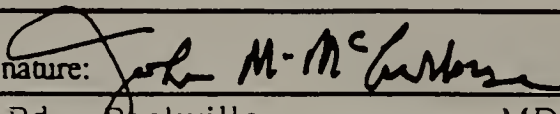
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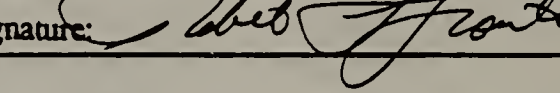
Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name:	John McCullough	Signature:		Date:	2/14/94
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				Tel:	

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				Tel:	

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Roxbury Charter School Application

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February 1994

Submitted By:

ROY JORGENSEN ASSOCIATES, INC.
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P. O. Box 70 • Buckeystown, Maryland 21717

PROPRIETARY NOTICE

This proposal includes data that shall not be duplicated, used, or disclosed — in whole or in part — for any purpose other than to evaluate this proposal. If however, a contract is awarded to Jorgensen as a result of — or in connection with — the submission of this data, the recipient shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting contract.

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Charter Application - Part I

1. MISSION STATEMENT

Core Philosophy/Purpose of School

Our philosophy incorporates the notion that it is very important to provide an excellent basic education to elementary school students to give them a foundation for future success. The best way to accomplish this is to provide a "back-to-basics" education which focuses on core courses (math, science, and english). We also believe that if a student does not learn it is not the fault of the student but the fault of the teachers and the school.

Mission Statement: On behalf of parents, teachers, and students of the Roxbury area and in keeping with the intent of the legislature of the State of Massachusetts to create an avenue for parents, teachers, and community members to create new, innovative, and more flexible ways of educating all children within the public school system in an atmosphere where research and development in developing improved learning opportunities is actively pursued, this Charter Application is respectfully submitted.

Purpose: The purpose of this school is to offer the finest academic program possible that will provide for increased learning opportunities for all elementary students in an environment devised to meet the unique needs of each student by providing opportunities consistent with their learning styles; to improve pupil learning by creating a school with **high and rigorous standards for pupil performance**; to encourage and allow the most effective and innovative teaching methods in an environment where each student is well known; to provide teachers with the opportunity, responsibility, and accountability for the management and control of the total school curriculum and environment; to produce a flexible set of learning outcomes measured with different and authentic forms of assessment (secured assessments, portfolios, and exhibitions); to provide students and parents with an educational opportunity of the highest quality; and to foster student, parent, and community involvement through the use of community resources and partnerships.

2. SCHOOL OBJECTIVES

This section covers key objectives of the proposed Roxbury Charter School including:

- Academic objectives.
- Non-academic goals, and
- Community environment.

Academic Objectives

Our academic objectives, goals, and desired attainment levels are all objectively measurable. Each is detailed below.

Objectives: The Roxbury Charter School will exist to fulfill the student's educational needs. The public cry for better education requires increased pupil performance standards. So that the School District can best measure the success of the Roxbury Charter School as compared to other public elementary schools, students will be required to take one or more standardized tests.

We will then tabulate the average test scores in each subject area, cross-referenced by race/ethnic guidelines and gender. This will establish the baseline for the Roxbury Charter School program.

Goals: In the Spring of 1995, all students will take the CTBS (and possibly other standardized) tests. The Roxbury Charter School program has established a goal of a 10% increase in all subject areas. The following table illustrates an example.

Subject	Baseline Score	1994 Score	1995 Score
Math	69.0%	75.9%	82.8%
Spelling	54.5%	60.0%	65.4%
Science	67.4%	74.1%	80.8%

Each spring, all students will again take the battery of standardized tests. The goal of a 10% increase over baseline each year will ultimately reflect the 85% minimum attainment level established in all subjects. The final goal, then, is an 85% average in all subjects for all students, grade appropriate.

Attainment Levels: A minimum attainment level of 85% for all subjects will be required of all students. Attainment may be demonstrated by oral examination, written examinations, writing sample, portfolios, or any combination of these examples.

Attainment Level Review: Each 4 week period, the instructional staff will review attainment levels. If a student is having difficulty meeting attainment, a plan will be devised to provide that student with additional instructional time via aides, tutors, parental volunteers, labs, at-home or after-school work, or any combination of the above as determined by the Lead Teacher.

If attainment is met before the end of the 4 week unit, the Lead Teacher may assign additional separate work to further challenge that student.

Non-Academic Goals

In addition, a number of non-academic goals (skills) which go across the curriculum will be incorporated throughout. They include:

- Communication,
- Numeracy,
- Study skills,
- Problem solving,
- Personal and social skills, and
- Citizenship.

A number of other non-academic goals are also described below.

Service Community Needs: It is the intention of the Charter School program to provide an educational system which serves the needs of the community and the parents, and to provide parents an unprecedented opportunity for hands-on involvement in the structure and operation of

their children's school. In addition, we would plan to offer several specific services to meet community needs:

- In keeping with this goal we will make plans to offer pre-school (7:00 a.m. to 8:30 a.m.) and after school (3:00 p.m. to 6:00 p.m.) daycare services for working parent who have no other viable childcare alternatives. The service will possibly include breakfast meals for children who need them.
- We will also purchase the necessary equipment to set up a laundry services area in the school to wash and dry student's clothes on an as-needed basis. This often forgotten need will make a difference.

Attendance: The Charter School will achieve an attendance record exceeding the average elementary school within the School District. To assist with meeting this goal, we will facilitate voluntary car-pools in the areas of our student population.

Retention: The School will strive for a voluntary retention of 100% of the student population in years 2 through 5 of the Charter.

Discipline: The instances of second referrals for discipline problems will account for 3% or less of the entire student population.

Community Involvement: Parent support is greatly encouraged. The School has set a goal of parental and community involvement equal to 20% or more of the entire staffing hours budgeted each year.

Community Environment

Our goal is to establish a school environment where: (1) students want to be at our school and are eager to learn the curriculum; (2) where all staff enthusiastically subscribe to the school mission; and (3) where parents are made to feel welcome and are fully supportive of the mission.

3. STATEMENT OF NEED

This section details the need for the proposed Charter school and how the school will address that need.

Overall Educational Problems

It is no secret that a large segment of the population, students, parents, teachers, employers and others feel that the institution of American public education is failing a significant percentage of students each year. Numerous benchmarks and standardized test scores continue to decline. Many changes have been made in the US school system, but the system continues to deteriorate. Ten years of education reform has produced, at best, spotty results.

In 1963, SAT scores began their descent. For the next 30 years, a relatively unbroken line has demonstrated losses in the Math and Verbal tests. In 1980, the trend showed Math down 40 points, while Verbal dropped 50 points.

We attribute much of the decline in the education and skill levels of the nation's work force to a lowering of performance standards. Functional illiteracy is rampant. 13% of all 17 years olds are functionally illiterate; among minorities it may be as high as 40%.

The Charter School legislation allows parents, educators and community members a chance to try innovative teaching methods and develop strategically rigorous curricula. But to discover what mix of solutions may best fit a particular community, **some popular myths must first be dispelled.**

Class Size: Against the reluctance of taxpayers to continue financing the public education system through increased taxes, comes the battle cry of "bigger class sizes". Though large classes signal distress in parents, it may surprise some to note that class sizes have historically gotten smaller and smaller. In 1959, the average elementary class size was 29. By the 1985/86 school year, it had dropped to 20. Larger class sizes, therefore do not necessarily translate into poorer performing students.

Finance: Parents who demonstrated against higher tax obligations were once labeled 'anti-education'. But more and more often, phrases such as 'Let's don't keep throwing dollars

at the problem,' are heard from the 'politically correct'. When a fifth-grade student was quoted on camera on a recent news broadcast detailing the plight of public school teachers poised to strike, she noted, "If you cared about me, you'd care about my teacher. She deserves her raise". It was succinctly noted by more than one viewer that the child's mother probably makes less money and works more hours than her teachers.

Why are taxpayers rejecting bond issues and demanding better performance for their money? Perhaps it's because per pupil spending in the United States has effectively tripled since the 1950's. In constant dollars, the amount spent per pupil during the 1949/50 school year was lean \$963 (adjusted for inflation). In 1986/87 (again, in constant dollars) that amount had soared to \$3,555.

Internationally, the disparity between dollars spent and results gained is even more evident. In real dollars, the U.S. spends far more per student than Europe, Japan and Canada. Equalized to American dollars (1990), the United States spent an average of \$3,310 per student per year, while Sweden spent \$3,214, Canada \$3,192, Denmark \$3,089, West Germany \$2,255, France, \$1,996 and Great Britain spent a surprisingly low amount of \$1,897. The lowest spender in the survey? Japan at \$1,805. That's even more surprising when one realizes that Japanese students spend more days per year in the classroom than American students.

Socioeconomic: Even for people living in suburban/rural areas, the sense of security may be somewhat false. When the top 5% of national high school seniors matched wits with their counterparts in the rest of the world the results were startling:

"The top 5 percent of our high school students know less about math than the average high school student in Japan. In science, our best high school students..., rank near the bottom of a list of 13 countries in chemistry and physics. In biology, our students finished dead last."

So clearly, the problem is not limited to just 'bad' school districts in 'poor' neighborhoods.

Teacher Salaries: Teacher Salaries have long been a sore spot for educators and the communities they serve. While the average salary may be misleading, a more accurate measurement may be the median salary. The median salary is \$37,500. Translated to a 12

month position, the comparable salary becomes \$50,000. That's 25% more than the average Systems Analyst.

Teacher Education: The argument might be made that the problem is the teachers themselves. Some parents feel that teachers are not as knowledgeable as they should be. However, the education level of classroom teachers has risen dramatically. In 1966, 7% did not hold a Bachelors degree. In 1991, that figure was down to less than 0.05%. 23% of the classroom teachers of 1966 had 6 years or more of college, or held a Master's degree. By 1991, that figure had climbed to over 50%. Three times as many classroom teachers held Doctorates in 1991 than did in 1966. So our nation's educators are well-educated themselves. However, we continue to lose ground on standardized and sometimes hand-picked tests each year.

School Structure: The information age will require changes in the way educators teach, students learn, and schools are structured. Educators, governors and business leaders are calling for private funding and government legislation to restructure education. Parents are demanding to be treated as valued customers. Ten years after a national indictment of American education, the system, consumers and taxpayers who foot the bill remain dissatisfied.

Perhaps, then, the solution lies in the way public education itself is delivered to the students and to the community.

"The essence of the problem with education is the way it is currently being provided...While the average American would scream loud and long were some government board to tell him or her which model and color of automobile to purchase, parents willingly renounce their freedom to choose something as significant as education. Regardless of good intentions, governments and those whom they employ have the annoying habit of eventually serving their own best interests".

The Need for Reform

How then is education reform possible from within the current system? Perhaps it isn't. Comparing what was really going on in the schools with professional and popular literature led us to conclude that **any meaningful gain in educational standards is virtually impossible under the present organization.**

Our system of education is like a pyramid. Each level...depends for the fulfillment of its aims and expectations on earlier student preparation and achievement. Failure at any one level will diminish possibilities for the next. And failure at the foundation - failure by any significant number of elementary schools to teach well, failure by any significant number of elementary school students to learn what they should - will diminish the whole. Today too many of our students are ill-prepared. It's not their fault, of course. Children learn what adults choose to teach them. If we are dissatisfied with what our students know, then we must improve the quality of instruction in our schools. And before we can do that, **we must once again commit ourselves to solid content as a first principle of the elementary curriculum.**

That learning is necessarily incremental and cumulative does not mean that it must be painful or unwanted. Quite the opposite, in fact. Education has a powerful ally in human nature. Any parent can confirm that young children have a healthy appetite for facts and information, even about subjects that may not become fully meaningful to them until much later in their lives. Most families do their best to satisfy part of this appetite at home, and most want and expect their elementary schools to help out. But many parents, it seems are now unhappy with the help they're getting. By a two-to-one margin in the 1987 Gallup education poll, Americans all across the country said that our elementary schools pay insufficient attention to instruction in basic knowledge.

Boston-Specific Educational Problems

Due to poor primary school preparations some **33% of Boston students eventually do not graduate. Drop out rates are as high as 56%** in selected schools. And four in ten students, who do finish public school, cannot read at the ninth grade level. These educational trends start in the elementary schools. The geographical area to be targeted by our proposed Charter school is no exception.

The list of serious problems is extensive. The problems, to name just a few, include:

- vandalism;
- poor building/classroom conditions;
- extensive conflicts between teachers/principals;

- poor student test scores much below national averages;
- high truancy rates, typically 35% or more;
- abuse of sick leave by teachers;
- failure to attract/select best teaching candidates — inability to weed out problem teachers due to faulty termination procedures;
- a "shopping mall" curriculum concept rife with off-target electives and lower academic standards;
- a decision-making process that often results in the lowest common denominator;
- a lack of attention to key problems due to a perceived lack of authority to do anything about problems/lack of awareness of imperfections;
- a general malaise within many school staff members due to the lack of a clear, simple educational mission;
- poor staff to principal communications;
- poor organizational and financial management practices;
- extremely low levels of parental involvement in school activities; and
- poor student behavior due to a lack of disciplinary actions.

How Roxbury Charter School Will Address The Needs

The school staff will address the needs described above by confronting them directly with common-sense solutions.

Foremost in this effort will be the need to create a strong, distinctive school culture — an entrepreneurial environment where:

- all participants fully sign on to the crisp, simple school mission of providing a rigorous basic education for all students;
- an organization is created which is capable of making and carrying out decisions and seeking out problems and solving them using sound business/educational practices.

Some of the problems and proposed solutions which will be undertaken are addressed below.

Poor Test Scores. Poor test scores are the result of numerous problems. Many speculate that the problem is poor parental support, socio-economic class, home environment, and many other "outside" influences. Most scientific studies, however, show that **the school itself is the only variable that truly has an impact.** This includes how the school is organized (curriculum/teaching methods); how the teaching is done (teachers); the educational resources that are brought to bear (facilities/educational materials and equipment); and how the school is organized and operated (management). All these "problem areas" must be addressed in order to raise test scores.

In addition, the curriculum must be simplified and the staff must focus on the curriculum. The curriculum must be targeted on key basic educational concepts: English, Math, Science and the foundation subjects.

Vandalism. The root cause of vandalism is the lack of commitment by students to the School's mission. Some students just do not care. **The solution we will stress is to get students vested in our mission.** We will need to get them to buy-in to our back-to-the-basics curriculum which will enable them to excel in future life.

Poor Building/Classroom Conditions. Deferred maintenance, and poor maintenance practices have conspired to cause poor classroom conditions.

We propose to invest the necessary funds to renovate school facilities to make the school environment conducive to learning. In addition, we will utilize our corporate experience in facilities management to keep facilities in top shape. Our initial start-up renovation expenses will be amortized over the 5-year contract period and paid out of the annual operating budget.

Conflicts Between Teachers/Principal. Such conflicts are often the result of the failure to focus on a clear, effective school mission. Our solution is to put in place a **Principal with a clear, simple plan...a leader who can articulate the plan effectively and inspire teachers to implement it.** The principal will also be responsible for turning around or weeding out those who cannot subscribe to the mission.

High Truancy Rates. The problem here is fairly simple. There is no emphasis on or resources brought to bear on reducing truancy rates. We will emphasize the dramatic reduction of truancy. This will be accomplished by establishing a "truancy strike team" headed by the Principal and assisted by teachers and others. The Principal will visit truant students, meet with parents and do whatever is necessary to get students back in school. Our goal will be to virtually eliminate truancy. **We feel it is our responsibility to have students in class** and we will not cease our efforts until the problem is solved.

Abuse of Sick Leave by Teachers. Much like the truancy problem, the abuse of leave by teachers is often caused by lack of attention to the problem. Our principal will quickly "nip this problem in the bud" by personally answering the school telephone...and visiting so-called sick teachers who have been identified as abusers. Again, we will not cease our efforts until the problem is eliminated. We expect teachers to be at work unless they are really ill.

Failure to Attract Best Teachers. We will attract/select the best available teachers by making our mission known to those who would be interested. We will **screen candidates very carefully** to make sure that they subscribe to our mission and that they have the best academic qualifications.

Poor Curriculum Focus. The poor curriculum focus is caused by too many electives being offered. To offset this trend our curriculum will eliminate the off-focus electives and provide a **tight focus on the basics** using more-effective teaching methods.

Poor Decision-Making. Good decisions currently are not made because staff often feel that everyone's needs must be met. This results in decisions that result in the lowest common denominator; failure to change and take risks. In essence, participation is induced by minimizing risk for everyone at every stage. The process does not work.

We will eliminate this trend by convincing staff to fully vest in our mission, to teach them how to identify problems and implement solutions . . . to take risks and further our common

goals. **Consensus will not be a requirement for action.** If an effective solution is found we will use it even if consensus is not reached.

Other problems will be solved in much the same manner: applying common sense solutions and sound business practices.

4. SCHOOL DEMOGRAPHICS

Details on various aspects of school demographics including: School location, facility description, characteristics of the school population, anticipated enrollment, grade levels to be served, and population per grade level are summarized on the next page. Other details, in the form of a school district profile, are included on the pages following this summary.

5. RECRUITMENT AND MARKETING PLANS

This section provides details of our publicity plan and student recruitment/outreach plan.

Publicity Plan

The development of our school will be dependent on our ability to make known its existence and publicize it's back-to-basics curriculum and school mission. Our staff is highly experienced in this regard and we are confident of our ability to attract students. This will be accomplished through the following means.

School Catalog. A comprehensive school catalog will be designed and printed. It will be distributed via direct mail and other means to prospective families in the school District(s). The corporate staff has extensive experience in large-scale direct mail campaigns.

Television Advertisements. The school will also be advertised in Public Service Announcements (PSA's) on local television stations and cable outlets. Our staff is also highly, experienced in managing large-scale television advertising campaigns.

Roxbury Charter School Demographics

School Location: Roxbury Area (Boston)

Facility Description: 174 Ipswich Street
Boston, Massachusetts
(see details on page 95 -
Building Options Section)

**Characteristics of
School Population:**

<u>Type</u>	<u>Percent</u>	<i>Current academic performance of students in this section of the city is as bad or worse than any other geographical area. The area needs and deserves a charter school to improve the odds for children who live here.</i>
Hispanic	22%	
African American	47.8%	
Asian	8.9%	
Native American	0.4%	
White	20.9%	
Special Education ^{1/}	16.8%	

Anticipated Enrollment: 500^{2/}

Population/Grade Level: 80

Grade Levels To Be Served: K-5

^{1/} Included in racial categories above.

^{2/} According to census data for the general area, there are more than 10,000 elementary school children in this area. Thus our projected enrollment, at 500, is only about 5% of the total.

School District Profile

District 006

Boston

Community Characteristics

Population: 574,283 Kind of Community [KOC]: Urban center
 Per capita income: \$15,581 Per cent of families below poverty level: 15% Per cent with bachelor's degree: 30%
 Is there a Local Education Foundation? Yes Name: Boston Education Development Foundation
 Is the public library certified? Yes Per capita/public library materials budget: \$5.45 Is there a D.A.R.E. program? Yes

District Characteristics

Grades: K-12 Present grade configuration: K-5; 6-8; 9-12
 Vocational school district: High School program: Comprehensive
 Number of schools in district Diversity in the district 1991-92

	Number Accredited	
Elementary:	76	No
Middle:	19	No
High School:	15	Yes

	Hispanic	African American	Asian American	Native American	White	Special Education
District	22.0%	47.8%	8.9%	0.4%	20.9%	16.8%
State	8.1%	7.8%	3.5%	0.2%	80.5%	17.1%

Five year student population trends

	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
1992	9,219	5,196	4,785	4,537	4,283	4,201	4,203	4,342	3,956	5,048	4,726	4,306	3,605	62,407
1991	8,734	5,188	4,709	4,308	4,210	4,238	4,040	4,188	3,948	5,158	4,681	3,948	3,572	60,922
1987	7,551	5,595	4,660	4,223	4,110	4,007	4,327	4,150	3,938	5,224	4,600	3,796	3,264	59,445
5 yr. change -->				6.9%				0.7%			4.7%			

Early Childhood

Are there early childhood programs available through the school system? Yes
 Kindergarten starting age: Five, as of September 1.

Per Pupil Expenditures

	Elementary		Middle/Jr High		High School		Regular Day		Special Ed		Total	
	District	State Average	District	State Average	District	State Average	District	State Average	District	State Average	District	State Average
1992	\$4,683	\$3,756	\$4,683	\$4,404	\$4,681	\$5,080	\$4,678	\$4,104	\$9,136	\$6,980	\$6,273	\$4,859
1991	\$4,916	\$3,787	\$4,916	\$4,511	\$4,927	\$5,208	\$4,921	\$4,175	\$9,951	\$6,974	\$6,618	\$4,824
1987	\$4,147	\$2,967	\$4,148	\$3,571	\$4,147	\$3,763	\$4,143	\$3,278	\$6,618	\$5,052	\$4,982	\$3,872

Selected District Allocations • (Reported on a per-pupil basis)

	Teachers	Fixed costs	Administration	Textbooks
1992	\$2,654	\$643	\$201	\$40
1991	\$2,551	\$622	\$239	\$62



	Transportation	Maintenance	Athletics
1992	\$244	\$708	\$27
1991	\$171	\$729	\$36

B-9/1/93

Profile of Boston continued

Choice

Choice district: No

METCO: Yes

Intra-District choice: Yes

Magnet schools: Yes

Mass. Education Assessment Program (MEAP)

	FOURTH GRADE					EIGHTH GRADE					TWELFTH GRADE				
	1988	1990	1992	1992	1992	1988	1990	1992	1992	1992	1988	1990	1992	1992	1992
	District	District	District	State	Highest	District	District	District	State	Highest	District	District	District	State	Highest
Reading	1150	1130	1170	1330	1530	1200	1200	1180	1330	1600	1180	1200	1200	1320	1550
Math	1160	1150	1170	1330	1530	1190	1190	1210	1340	1600	1180	1200	1200	1320	1600
Science	1140	1120	1150	1330	1590	1160	1160	1180	1320	1600	1130	1140	1160	1310	1550
Social Studies	1140	1140	1160	1330	1520	1170	1180	1160	1340	1600	1170	1180	1170	1320	1550

Math & Science Proficiencies

(Percentage of students performing at grade level goals for performance)

Math

	GRADE 4	GRADE 8	GRADE 12
District	6%	12%	18%
State	17%	25%	27%

Science

	GRADE 4	GRADE 8	GRADE 12
District	5%	13%	14%
State	20%	31%	31%

College Bound

	SAT - Verbal			SAT - Math			SAT - Total		Percentage of students taking SATs		Percentage of grads going to a 4 yr college		Pct of grads going to a 2 year college	
	District	State Average	Highest Score in State	District	State Average	Highest Score in State	District	State Average	District	State Average	District	State Average	District	State Average
1992	340	428	520	405	474	570	745	902	59%	80%	40%	N/A	19%	N/A
1991	342	426	500	403	470	579	745	896	69%	79%	46%	47%	16%	20%
1987	352	435	555	412	474	610	764	909	60%	72%	37%	41%	16%	15%

Other Student Issues

Dropout rate			Pupil-Staff Ratio			Availability of Sports			Grade			
		State			State			State			Grade	
		District Average	1992	13.6	15.6	Number of sports -Boys		10	Pct. of students with less than 1 hour homework		4th 8th 12th	
1991		10.7%	4.0%	1991 <td>13.6</td> <td>14.8<th colspan="2">Number of sports -Girls</th><th>10</th><th colspan="2">Pct. of students who watch 4 or more hours of TV</th><td>47% 35% 21%</td></td>	13.6	14.8 <th colspan="2">Number of sports -Girls</th> <th>10</th> <th colspan="2">Pct. of students who watch 4 or more hours of TV</th> <td>47% 35% 21%</td>	Number of sports -Girls		10	Pct. of students who watch 4 or more hours of TV		47% 35% 21%
1987		13.9%	5.3%	1987 <td>13.2</td> <td>14.6<th colspan="2">Sports activity fee</th><td>\$0 \$40</td><th colspan="2"></th><td>53% 46% 23%</td></td>	13.2	14.6 <th colspan="2">Sports activity fee</th> <td>\$0 \$40</td> <th colspan="2"></th> <td>53% 46% 23%</td>	Sports activity fee		\$0 \$40			53% 46% 23%

Teacher Profile

Average Length of Service: 16 years

Professional development budget: \$703 per teacher

	Starting Teacher Salary				Maximum Salary for Teacher				Average Teacher Salary	
	Lowest in State	District	State Average	Highest in State	Lowest in State	District	State Average	Highest in State	District	State Average
1992	\$17,695	\$27,357	\$22,190	\$27,987	\$30,800	\$46,767	\$42,881	\$58,176	\$42,903	\$37,845
1987	\$13,695	\$22,564	\$17,432	\$25,085	\$22,887	\$38,573	\$32,677	\$45,285	\$32,892	\$28,922
6 yr. change		21%	29%			21%	33%		30.4%	30.8%

Notes from the District -

The Boston Public Schools provide a wide array of programs for its students, staff, and community, including:

- Early Learning Centers and full-day Kindergarten
- Academies of Finance, Public Service, and Tourism
- Bilingual programs for 9 language groups
- Work/study programs
- TEAMS Program, providing national telecommunication partnerships
- Elementary and Middle School Math and Technology (EM-MAT) Project
- State-of-the-art Vocational education programs
- School-based programs for at-risk students and families

The Boston Public School system was the first public school system established in the United States.

The BPS fosters a close relationship with Boston's rich cultural, academic, and business community:

- Boston Higher Education Partnership coordinates productive relationships between BPS and 24 colleges and universities
- Boston Private Industry Council, supports links with business community
- Citywide Education Coalition, provides parents with ongoing information
- Cultural Partnerships between BPS and more than 100 cultural agencies

For further information, contact --

Superintendent Lois Harrison-Jones
26 Court Street

Boston 02108

617-726-6200 Fax: 617-635-9059

Boston Parent Information Centers

Elementary - 635-8015

Middle Schools - 635-8040

High School - 635-8890

Radio Advertisements. Radio PSA's will also be continuously placed on local radio stations. Spots will be specifically targeted to specialized listeners: parents listening to jazz/soul/top 40 stations and students listening to rock/roll and new wave stations.

Newspaper Ads/Inserts. Inexpensive newspaper "tickler ads" will also be placed in city wide and neighborhood newspapers. The ads, containing a toll-free "800" line will contain a brief headline to attract potential applicants. Interested parties will be sent a school catalog/application and an appointment will be made for a site visit.

Flyers. Flyers will also be printed for distribution in selected neighborhoods or enclosure in Instapacks distributed by mass-mailers. Flyers can be inserted in mailing bags for as little as 2¢ per household. Flyer recipients, if interested, will call for a full school brochure.

Open Houses. Frequent open houses (evenings and weekends) will be held at the school itself and at key local activities/events/locations. The open houses will be publicized on TV/radio/newspapers. All key staff will be in attendance.

Student Recruitment/Outreach Plan

School staff (principal and teachers) will participate in all student recruitment activities. This will include:

- Visiting the homes of potential students/parents;
- Conducting frequent open houses; and
- Appearing on the agendas of local community meetings where parents/students may be in attendance.

To start up the recruitment/outreach plan, the corporate office will set up a team of recruiting specialists to get the effort underway and train school staff in the best methods and modes of marketing/outreach. Once sufficient enrollment levels are attained, school staff should be able to handle this responsibility.

6. ADMISSIONS POLICY

This section provides details on admissions standards/methods and non-discrimination policies.

Admissions Standards/Non-Discrimination Policies

A very important element in children's progress is teacher expectation. If a teacher believes that certain standards of work and behavior are characteristics of certain children and treat them accordingly there is a fair likelihood that the child will change his/her self image to accord with the view the teacher is demonstrating. A teacher's view about race, gender and socio-economic class will affect his or her expectations of boys and girls and children from ethnic minorities. In our school we will not let such factors influence either admissions or expectations.

Admissions — we make an underlying assumption that "every student can master basic skills" (high expectations of students) except those with severe learning disorders or severe violent behavior. For students who speak English as a second language, we will enroll them in intensive English as a second language (ESL) programs to quickly get them up to speed in English so that they can compete on a level playing field.

The Roxbury Charter School will accept all students on a first-come, first-served basis with the following qualifications:

1. The Roxbury Charter School reserves the right to test all entering students for proper placement in classes.
2. The Roxbury Charter School will not discriminate against entering students because of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
3. Every effort will be made to inform the parents of the high expectations and the active nature of the learning environment provided by the Roxbury Charter School.

For the 1994-1995 school year, the enrollment is projected to be approximately 500 students.

Consistent with the mission statement and principles set forth in this Application, the Roxbury Charter School will recruit and enroll a student population that is diverse by gender, race/ethnicity and socioeconomic status. In the event that the Roxbury Charter School is oversubscribed a lottery or random process for selection will be used. The process will be applied in a way that promotes diversity in the student population.

7. FOUNDING COALITION PROFILE

This section provides details about the founding coalition including a description of the founding coalition, a history of the coalition, and future plans for the coalition.

Description of the Founding Coalition

This enterprise will require experience in a number of areas including:

- familiarity with educational program design for primary school students;
- elementary school design, startup, and operation including food services, and student services operations; and
- knowledge of school financial management and administration.

Roy Jorgensen Associates, Inc. (contractor to operate school) brings this depth of experience to the Charter school. Selected Officers of the Firm will serve as key members of the Founding Coalition. Other members from the local community will be added later and serve as the Board of Trustees.

We believe that we fully satisfy the need for a school operations designer/manager with a broad professional background and the resources (management and financial) to develop this enterprise in a timely and professional manner. This section of our proposal discusses our

qualifications for assisting in development and managing the operation of the Roxbury Charter school. It includes discussions on:

- **History of the Coalition** — describing the general organization of the firm;
- **School Operations Experience** — describing staff experience in school design, startup, accreditation/licensing, and hands-on operations;
- **Plant and Facilities Design and Operations Experience** — summarizing our extensive professional background in facilities management; and explaining our capabilities and track record in managing all aspects of large-scale facilities for clients like NationsBank, Toyota Motor Sales USA, AmSouth Bank, and many others; and
- **Financial/Administrative Capabilities** — highlighting our professional strengths in financial management and school administration.

History of the Coalition

Roy Jorgensen Associates, Inc. is an educational, management and engineering consulting firm headquartered in Buckeystown, Maryland on the I-270 Technology Corridor just outside Washington, D.C. We have regional offices in San Francisco, Tampa and Birmingham. We maintain project offices throughout the United States and several international offices in Chile, the Philippines, and Rio de Janeiro. Total firm staffing is just over 250 full-time personnel with many additional part-time employees and associated consultants.

Founded in 1961 the firm has worked closely with client agencies to develop improved educational, facility design and operations, financial and management practices. The firm has placed major emphasis on implementing state-of-the-art management and educational practices, applying management practices to improve educational operations, and training client personnel to use innovative educational principles.

Firm services are divided along three major lines of business:

- **Education** — encompassing development and executive of educational curriculum for client agencies; the design and operation of schools and academies; and conduct of to-the-public seminars/workshops on educational technology.
- **Facilities Management** — encompassing design, construction, rehabilitation and maintenance management of buildings, grounds and capital infrastructure.
- **Engineering and Management Consulting** — encompassing organization and management studies, design and implementation of management information systems (MIS), and development of training and educational materials including videotape, computer-assisted instruction (CAI), and technical operations manuals.

Clients have included a broad cross-section of government, industry and schools and colleges. Figure 1 on the next page summarizes major clients served in the following categories:

- Colleges and universities,
- Federal agencies/associations,
- State government,
- Foreign countries, and
- Industry.

In addition the firm has served over 150 municipal and county government agencies in the United States, over 40 of the fifty U.S. states, and over 20 foreign countries.

School Operations Experience

The firm has become well known for its School and Academy development and operations capabilities. Our experience covers most typical functions within a typical educational organization including:

- Site planning, layout, and construction;
- Curriculum development;

Figure 1
Clients Served
Educational, Facilities and Management Consulting Services

Colleges and Universities

Tennessee State University and
 Community College System
 Virginia State University and
 Community College System
 Harvard University
 Howard University
 George Washington University
 George Mason University
 Arlington Public Schools
 Montgomery County Schools
 Wharton School

Federal Agencies/ Associations

National Academy of Sciences
 International Road Federation
 U.S. Department of Transportation
 The Forest Service
 U.S. Department of Agriculture
 Treasure Coast Private Industry Council
 Palm Beach County Private Industry
 Council
 Heartland Private Industry Council
 U.S. Bureau of Land Management
 The World Bank
 USAID
 AAA
 U.S. Navy
 U.S. Army
 Navy Federal Credit Union
 U.S. Customs Service
 Government Services Administration
 Department of the Interior
 Fish & Wildlife Service
 Comptroller of the Currency
 The Central Intelligence Agency (CIA)
 Defense Mapping Agency
 Defense Transportation Systems
 Agency

Military

Fort Bragg
 Fort Benning
 Langley AFB
 Fort Lee
 Eielson AFB
 Hanscom AFB
 McClellan AFB
 Davis-Monthan AFB

State Government

Alabama	Nebraska
Alaska	Nevada
Arizona	New Hampshire
Arkansas	New Jersey
Connecticut	New Mexico
Delaware	New York
Florida	North Carolina
Georgia	North Dakota
Illinois	Ohio
Indiana	Oregon
Iowa	Pennsylvania
Kansas	Rhode Island
Kentucky	South Carolina
Louisiana	South Dakota
Maine	Tennessee
Maryland	Texas
Massachusetts	Utah
Michigan	Virginia
Minnesota	Washington
Mississippi	West Virginia
Missouri	Wyoming
Montana	

Foreign Countries

Belize
 Bolivia
 Brazil
 Chad
 Costa Rica
 Dominican Republic
 Dominica
 Ecuador
 Ethiopia
 Ghana
 Guatemala
 Honduras
 Indonesia
 Jamaica
 Oman
 Peru
 Philippines
 Portugal
 Sierra Leone
 Viet Nam

Industry

Air France
 Amdahl Corporation
 American International Corporation
 American Airlines
 American Management Systems
 Ampex Corporation
 AmSouth Bank
 Apple Computer
 ARCO
 Arthur Anderson & Co.
 AT&T
 Bechtel Corporation
 Bell Atlantic
 Britches of Georgetown
 Brooks Sportswear
 Computervision
 Covington & Burlington
 Culligan
 Dallas Cowboys
 DeVry Inc.
 E.I. DuPont Co.
 E-Systems
 Gannett Co.
 General Electric
 Gillette Co.
 Goodwill Industries
 GTE
 Harvard University
 JcPenney Co.
 JWK International
 Lockheed
 McDonnell-Douglas
 MetLife
 Motorola
 NationsBank
 Neiman-Marcus
 Nestle'
 Orkand Corporation
 Pacific Bell
 Paramount
 Peat Marwick
 Potomac Edison Power
 Price Waterhouse
 Special Olympics
 Toyota Motor Sales USA
 Vitro Corporation
 World Savings
 Xerox

- Licensing and accreditation services;
- Student recruitment;
- Teacher certification and in-service training programs;
- Development of student services and job placement programs;
- Industry liaison for development of job opportunities data banks and on-site interviewing capabilities for recruiters;
- Establishing and strengthening educational service units;
- Developing extensive educational curriculums including self-instructional, videotape, and computer-based courses;
- Student selection/screening procedures development;
- Design of instructional support systems for students and instructional staff;
- Development of complete educational organization structures;
- Staff screening, interviewing, and selection services;
- Professional procurement and financial management services for educational services; and
- Operations of school residential services including food services, security, and facilities management.

A selection of several examples which reflect the firms experience in the required areas is given on the following pages.

Lakeland School. The firm assisted in founding an occupational/educational school on a 25-acre site in Lakeland, Florida. The School, a regional institution drawing students from throughout Southeast, received licensing from the State of Florida, the U.S. Department of

Education and Accreditation from the Southern Association of Colleges and Schools. Jorgensen staff assisted in the entire process of development from the beginning. This included handling all aspects of the site purchase; site design/layout/ and construction; facilities and plant design and construction; licensing and accreditation process; application and acceptance for Federal student loans including comprehensive financial aid application/processing manuals and procedures; interface with participating banks and guarantee agencies processing student loans; developing of industry/community liaison and job placement programs; development of comprehensive School philosophy and purpose statements; development of School organizational and administrative structure; complete staffing and in-service training programs; development and recruitment of a Governing Board and Steering Committees; development of long-range educational, facility, equipment, staffing, budgets, media services and job placement plans; development of comprehensive student services program including counseling, orientations, personnel records, health, student activities and follow-up services.

To meet enrollment demands the School operated seven days a week, year round except for holidays. The 25-acre campus contained full facilities for on-site classroom instruction; recreational activities and field activities; on-site placement offices for industry recruiters; media services unit and student library; and a fully-outfitted administrative command center with computer-driven records management system. The campus facility served as a model for several other schools.

Virginia State Academy. The firm is currently providing technical assistance to the State of Virginia in the development of a comprehensive Academy for 4,500 State employees.

The overall objectives of the project are to: Research similar academies in other states; identify overall training program needs; develop a comprehensive curriculum; identify overall resource needs for facilities, staffing, equipment and supplies; design an evaluation methodology to determine the effectiveness of the program; and develop long-term recommendations to improve Academy operations and assess the need for additional academy locations.

Educational Needs Assessment. The first phase of the project involves conducting of a comprehensive training needs analysis and organizational design. Tasks include reviewing existing educational activities; conducting a comprehensive educational needs analysis, development of educational policies/educational unit design; review of facilities needs/design facilities; estimate costs of facility construction (renovation); site review/selection assistance and

site layout/design services; development of job descriptions/qualifications/staffing procedures; review of promotion/wage data; and identification of equipment/materials needs.

Educational Management. Phase Two of the project involves outlining of a comprehensive educational management process including procedures for administration of education; course production; training operations, management; and evaluation of programs.

Personnel Policies. A brief review of personnel policies is also being conducted. It includes review of position classifications, compensation, recruitment and staffing, performance evaluation, and manpower development and management.

School Curriculum. Phase Three of the project involves preparation of a detailed curriculum. Tasks include developing a phased program, preparing detailed course outline, specifying training materials and equipment, conducting staff in-service training, designing an educational monitoring/evaluation system, and estimating annual recurrent program expenditures.

Numerous other statewide programs were developed under similar terms for the States of:

- | | |
|----------------|---------------|
| ■ Louisiana, | ■ Michigan, |
| ■ Kentucky, | ■ Ohio, |
| ■ Mississippi, | ■ and others. |

IRF Executive Academy. For a large Washington-based international association, (the International Road Federation) the firm developed a comprehensive in-country continuing education Executive Institute for mid and top-level executives. The Academy offers over eighty (80) short course and certification programs covering a wide range of management and technology subjects including management systems, development of educational programs, management principles, and educational technology. The program is made available to executives in over 40 member countries and courses are taught on-site in Arabic, French, Spanish, Portuguese, and Chinese — as well as English at U.S. locations. In conjunction with this program the firm has developed a comprehensive Videotape Training Aids Library containing over 90 comprehensive broadcast-quality videotapes for use by program instructional personnel. These videotapes have been translated into eight languages.

Costa Rica National Academy. The firm provided long-term, on-site technical assistance to the Government of Costa Rica in the development of a National Academy for Public Employees.

The three-year project involved the complete design, development and operation of a comprehensive academy responsible for training thousands of government employees in technical and management skills. The Jorgensen staff (eight on-site consultants) was responsible for Academy design; staffing, hiring and training of counterpart personnel; curriculum development; organizational design including authoring of a Presidential proclamation to create the new entity; and complete operational authority of the Academy for a three-year period before eventual takeover by agency counterpart personnel being trained by Jorgensen.

The Academy operations resulted in three separate campuses:

- Main campus in San Jose (the capital),
- A Southern campus in Cartago, and
- A Northern campus near the border with Nicaragua.

Numerous other educational institutions were developed for other clients, along the same lines, under long-term technical assistance contracts. Clients have included the countries of:

- | | |
|--------------------|---------------------------|
| ■ the Philippines, | ■ the Dominican Republic, |
| ■ Viet Nam, | ■ Belize, |
| ■ Indonesia, | ■ Dominica, |
| ■ Ghana, | ■ Oman, |
| ■ Guatemala, | ■ Paraguay, |
| ■ Sierra Leone, | ■ Peru, and |
| ■ Honduras, | ■ Ecuador. |
| ■ Brazil, | |

Heartland School for the Economically Disadvantaged. Jorgensen was selected by the Florida Department of Labor and Employment Security to design and manage its federally-funded JTPA (Job Training Partnership Act) educational programs in a five-county area in Central Florida (Polk, Hardee, DeSoto, Highland and Okeechobee Counties) under the auspices of the Heartland Private Industry Council. The firm was selected because of its extensive track record

of successfully conducting similar educational programs in other states and numerous foreign countries.

The purpose of the program was to design and conduct educational programs to prepare youth and unskilled adults for entry to the labor force and to offer job training to those economically and physically disadvantaged individuals facing serious barriers to employment.

Jorgensen assumed complete responsibility for designing, developing and implementing the Program, trainee recruitment and counseling, job placement for trainees, and interface with local industries and potential employers.

Despite the problems associated with the economically disadvantaged population we dealt with (long-term employed, welfare recipients, high school dropouts, functional illiterates), Academy operations resulted in an average job placement rate of over 90 percent — the highest rate in the region.

Similar programs for the economically disadvantaged were conducted under federally funded JTPA programs for several other organizations such as:

- The Palm Beach County, Florida Private Industry Council, and
- The Treasure Coast Private Industry Council (Ft. Pierce, Florida).

Plant and Facilities Design and Operations Experience

The Firm employs approximately 250 employees of which about 125 work in the facilities management function.

Jorgensen provides facility management services for a variety of clients. We have performed turnkey, design/build, and renovation projects; and have performed numerous facility maintenance projects. A few selected current and representative projects are listed below. "Because we have been there" in all phases of constructing, maintaining repairing, and operating facilities throughout their life cycle, the firm has developed its reputation of being a leader in

advancing the state of the art. Current clients for which we manage large-scale facility projects include:

- **NationsBank** — involving all company facilities in the State of Florida (over 450 buildings);
- **AmSouth Bank** — involving over 250 buildings throughout Alabama and Northern Florida; and
- **Toyota Motor Sales USA** — involving maintenance of numerous Toyota Distribution Centers around the country (San Francisco, Boston, Baltimore, Kansas City, Newark, etc.).
- **Massachusetts DCPO** — For the Massachusetts Division of Capital Planning and Operations Jorgensen developed and implemented a preventive maintenance management system for four multi-facility institutions.

The preventive maintenance management system established cost-effective levels of preventive maintenance, reduced unscheduled repairs, improved planning through development of annual work programs, improved work scheduling with the development of a work order subsystem, improved maintenance work procedures, and effectively tracked progress of the annual program.

Jorgensen tailored and modified our proprietary Work Management System micro-computer software to fit project needs. The System was implemented at four pilot institutions and, after extensive testing and evaluation, was implemented at twelve other multi-facility sites. The Division has endorsed the implementation of the System at approximately 200 additional sites.

The Management Systems software operates on micro-computers located at the facilities. Information is transferred over telephone lines to the mini-computer located at Division headquarters. Consolidated reports and special purpose inquiries can be made at the Division for overall control of the Commonwealth's building operations.

Contact: Mr. Ralph Nee, Director, Office of Facilities Management,
(617) 727-4028.

Financial/Administrative Capabilities

Jorgensen's Finance and Administrative Services Division is responsible for providing financial and administrative support services to the entire Jorgensen organization. This Division's support activities include the following:

- accounting services, including the provision of timely, accurate financial information to managers, preparing periodic financial reports for banks and other institutions, and the preparation of invoices to clients; and
- personnel administration, including the processing of payroll, record of time charges and administration of benefit programs.

Key Startup Staff

Resumes of key startup staff are contained on the following pages. On-site school staff will be hired once the enterprise is under way.

Future Plans for the Coalition

Once this enterprise has been approved and is underway we plan to supplement the Board of Trustees with interested parties from the local community. Participants will include educators, political officers, parents, members of the business community and other interested parties.

The goal will be to build a functioning Board of Trustees who have the expertise to help us govern the school — as well as critical resources which will be necessary to make the school a success.

JOHN M. McCULLOUGH
Senior Vice President for Educational Services

EDUCATION: Bachelor of Arts Degree, Urban/Transportation Planning, University of Maryland

Graduate Coursework in Adult Learning Theory, and Organizational Development, NTL Institute, American University

Certificate in Video Production, Direction and Editing, North American Television Institute

PROFESSIONAL

AFFILIATIONS: Member, CATO Institute, Washington, D.C.
Chairman, Board of Advisors, National Video Center
Member, National Academy of Sciences, TRB Committee (A1A04)
"Education and Training"
Member, American Society for Training and Development
Member, International Television Association

**PROFESSIONAL
HISTORY:**

SUMMARY

Mr. McCullough is particularly suited to provide overall management of this enterprise because of his unique technical and educational expertise which combines extensive knowledge of and experience in developing educational institutions. During his 16 years at Jorgensen, Mr. McCullough has served as manager for numerous educational institution development projects in the United States and abroad. Mr. McCullough also has a formal educational background in adult learning theory, organizational development and education administration. Also, Mr. McCullough has hands-on experience managing large-scale institutional, residential, and commercial facilities.

Mr. McCullough has extensive school and academy development capabilities. They include:

- Site planning, layout and construction;
- Curriculum development;
- Managing licensing and accreditation services;

- Developing teacher certification and in-service training programs;
- Development of student services and job placement programs;
- Managing industry liaison for development of job opportunities data banks and on-site interviewing capabilities for recruiters;
- Establishing and strengthening educational service units;
- Developing extensive educational curriculums including self-instructional, videotape, and computer-based courses;
- Developing student selection/screening procedures;
- Designing instructional support systems for students and instructional staff;
- Developing complete educational organization structures;
- Staff screening, interviewing, and selection services;
- Professional procurement and financial management services for educational services; and
- Operations of school residential services including food services, security, and facilities management.

1977 to Present**ROY JORGENSEN ASSOCIATES, INC.**

Senior Vice President. Mr. McCullough serves on the firm's Board of Directors and as Director of the Educational Services Division. He is responsible for the development and supervision of all the firm's education and training projects. Current and representative projects are listed on the following pages.

Lakeland School. Mr. McCullough spearheaded the development of an occupational/educational school (co-educational) on a 25-acre site in Lakeland, Florida. The School, a regional institution drawing over 1,000 students annually from throughout Southeast, received licensing from the State of Florida, the U.S. Department of Education and Accreditation from the Southern Association of Colleges and Schools (a nationally recognized accrediting body). Mr. McCullough managed the entire process of Academy development from the beginning. This included handling all aspects of the site purchase; site design/layout/ and construction; facilities and plant design and construction; licensing and accreditation process; application and acceptance for Federal student loans including comprehensive financial aid

application/processing manuals and procedures; interface with participating banks and guarantee agencies processing student loans; developing of industry/community liaison and job placement programs; development of comprehensive Academy philosophy and purpose statements; development of Academy organizational and administrative structure; complete staffing and in-service training programs; development and recruitment of a Governing Board and Steering committees. Mr. McCullough managed the entire enterprise development process from concept through site selection/procedure, campus construction, student recruitment, curriculum development, licensing and accreditation, and successful operation of the Academy. Eventually Academy enrollment surpassed 1,000 students per year with full-time, on-site staff of over 55 personnel including administrators, financial aid processors, instructors, placement officers, registrars, and other support personnel.

To meet enrollment demands the Academy operated seven days a week, year round except for holidays. The 25-acre campus contained full facilities for on-site classroom instruction; recreational activities and field activities; on-site placement offices for industry recruiters; media services unit and student library; and a fully-outfitted administrative command center with computer-driven records management system. The campus facility served as a model for several other private academies which studied our operations.

Virginia State Academy. Mr. McCullough is currently leading a project providing technical assistance to the State of Virginia in the development of a comprehensive Training Academy for State employees.

The overall objectives of the project are to: (1) Research similar academies in other states; (2) Identify overall training program needs; (3) Develop a comprehensive curriculum; (4) Identify overall resource needs for facilities, staffing, equipment and supplies; (5) Design an evaluation methodology to determine the effectiveness of the program; and (6) Develop long-term recommendations to improve Academy operations and assess the need for additional academy locations.

Training Needs Assessment. The first phase of the project involves conducting of a comprehensive training needs analysis and organizational design. Tasks include reviewing existing training activities; conducting a comprehensive training needs analysis, development of educational policies/educational unit design; review of facilities needs/design facilities; estimate costs of facility construction (renovation); site review/selection assistance and site layout/design services; development of job descriptions/qualifications/staffing procedures; review of promotion/wage data; and identification of training equipment/materials needs.

Training Management. Phase Two of the project involves outlining of a comprehensive training management process including procedures for administration of training; course production; training operations, management; and evaluation of training.

Personnel Policies. A brief review of personnel policies is also being conducted. It includes review of position classifications, compensation, recruitment and staffing, performance evaluation, and manpower development and management.

Academy Curriculum. Phase Three of the project involves preparation of a detailed Academy curriculum. Tasks include developing a phased program, preparing detailed course outline, specifying training materials and equipment, conducting staff in-service training, designing an educational monitoring/evaluation system, and estimating annual recurrent program expenditures.

Mr. McCullough was involved in developing numerous other similar programs, including the States of Kentucky, Mississippi, Michigan, Ohio, and others.

IRF Executive Institute. Mr. McCullough also supervised a project in which the firm developed a comprehensive in-country continuing education Executive Academy for mid and top-level executives for a large-scale International association, the International Road Federation (IRF). The Institute offers over eighty (80) short course and certification programs covering a wide range of management and technology subjects including management systems, development of educational programs, management principles, and educational technology. The program is made available to executives in over 40 member countries and courses are taught on-site in Arabic, French, Spanish, Portuguese, and Chinese — as well as English at U.S. locations. In conjunction with this program the firm has developed a comprehensive Videotape Training Aids Library containing over 90 comprehensive broadcast-quality videotapes for use by program instructional personnel. These videotapes have been translated into eight languages.

John McCullough was under contract for conceptualizing the Academy's educational program; and development of comprehensive course designs and catalog. Mr. McCullough also served as Project Manager for development of all 90 videotapes in the multi-million dollar Videotape Training Aids Library.

Costa Rica National Academy. The firm provided long-term, on-site technical assistance to the Government of Costa Rica in the development of a National Training Academy for public employees.

The three-year project involved the complete design, development and operation of a comprehensive training academy responsible for training thousands of government employees in technical and management skills. The Jorgensen staff (eight on-site consultants) was responsible for Academy design; staffing, hiring and training of counterpart personnel; curriculum development; organizational design including authoring of a Presidential proclamation to create the new entity; and complete operational authority of the Academy for a three-year period before eventual takeover by

agency counterpart personnel being trained by Jorgensen. The Academy operations resulted in three separate campuses:

- The main campus in San Jose (the capital),
- A Southern campus in Cartago, and
- A Northern campus near the border with Nicaragua.

Mr. McCullough served as Project Supervisor and was responsible for overall project design and implementation supported by numerous on-site Jorgensen personnel — as well as counterpart agency personnel.

Numerous other National Training Academies (on which Mr. McCullough served as a Principal) were developed for other clients along the same lines, under long-term technical assistance contracts. Clients included the countries of:

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|--------------------|---------------------------|
| ■ the Philippines, | ■ the Dominican Republic, |
| ■ Honduras, | ■ Belize, and |
| ■ Brazil, | ■ Dominica. |
| ■ Guatemala, | |

Heartland School for the Economically Disadvantaged. Jorgensen was selected by the Florida Department of Labor and Employment Security to design and manage its federally-funded JTPA (Job Training Partnership Act) educational programs in a five-county area in Central Florida (Polk, Hardee, DeSoto, Highland and Okeechobee Counties), under the auspices of the Heartland Private Industry Council. The firm was selected because of its extensive track record of successfully conducting similar educational programs in other states and numerous foreign countries. Mr. McCullough supervised this project. The purpose of the program was to prepare and conduct educational programs to prepare youth and unskilled adults for entry to the labor force and to offer job training to those economically and physically disadvantaged individuals facing serious barriers to employment. Jorgensen assumed complete responsibility for designing, developing and implementing the Training Program, trainee recruitment and counseling, job placement for trainees, and interface with local industries and potential employers. Despite the problems associated with the economically disadvantaged population we dealt with (long-term unemployed, welfare recipients, high school dropouts, functional illiterates), Academy operations resulted in an average job placement rate of over 90 percent — the highest rate in the region.

Similar academies for the economically disadvantaged were conducted under federally funded JTPA programs for several other organizations such as:

- The Palm Beach County, Florida Private Industry Council, and
- The Treasure Coast Private Industry Council (Ft. Pierce, Florida).

National Video Center. Mr. McCullough founded the National Video Center located in Frederick, Maryland. The Center is a national educational institute which provides professional training on videotape production technology to the business and professional community in the top 30 U.S. cities. NVC faculty and staff have served clients all over the U.S. including top corporations such as Apple Computer, Harvard University, Reebok, Arthur Anderson, AT&T, the CIA, Coopers & Lybrand, Gannett Co, GE, Gillette, J.C. Penney, Lockheed, Neiman-Marcus, Nutri-System, Nestle, Nynex, Southland Corp., T.J. Maxx, Toshiba, Visa, Weyerhaeuser, Xerox and others. As Chairman of the National Advisory Board, Mr. McCullough manages a group of top video training industry advisors from such notable corporations as American Express, J.C. Penney Satellite Network, IBM, Sony, Xerox, K-Mart, Coors, Martin Marietta, Bechtel, Motorola and others.

1975 - 1977**WASHINGTON MEDICAL CENTER, INC.**

Director of Facilities Management. Mr. McCullough was responsible for managing administrative and facilities support services for a large real estate investment trust and hospital corporation including over 1.5 million square feet of commercial, residential, and institutional properties. Duties included planning annual budgetary requirements; developing and implementing cost-saving operating and control procedures; negotiating for contractual services; and supervising a staff of 75 including maintenance, engineering, analyst, clerical and custodial personnel.

1973 to 1975**CITY OF BOWIE, MARYLAND**

Municipal Operations Analyst. Mr. McCullough's responsibilities included researching and analyzing financial and operational data to determine alternative operating procedures for the Public Works and other operations departments within the City. This task included the development of job performance standards, equipment specifications and material purchasing criteria for a variety of support operations. Responsibilities also included the analysis of outside contractors as an alternative to performing the work in-house.

SELECTED

PUBLICATIONS: Mr. McCullough has written extensively on the subject of management systems and training. Selected publications are:

An Action Plan for Evaluating Cost Effectiveness of Training, John M. McCullough, published in Textbook entitled: Human Resource Management -- A Practical Approach, Judith R. Gordon, (Boston University) Allyn and Bacon Inc., 1986, ISBN 0-205-08604-7.

To Measure a Vacuum, John M. McCullough, Training and Development Journal, American Society For Training and Development, June 1984.

Seven Steps to More Effective Training, John M. McCullough, American City and County Magazine, August 1983.

ARCHIE E. LAPOINTE

National Assessment of Educational Progress

CURRENT POSITION

1982 - Executive Director, Center for Assessment of Educational Progress
Present Educational Testing Service
Princeton, New Jersey 08541

Primary responsibility is the management of the National Assessment of Educational Progress (NAEP) project and of An Assessment of Young Adults, A Profile of Literacy.

NAEP is a congressionally mandated program, funded by the National Institute of Education designed to measure the quality of education of students at age 9, 13 and 17 and to monitor the development of the nation's human resource. The Adult Literacy project is a household survey of a sample of young adults drawn from the U.S. population aged 21-25.

The Director is completely responsible for the planning, design and implementation of all projects of the Center.

PREVIOUS EXPERIENCE

1976 - 1982 President, Chief Executive Officer
National Institute for Work and Learning
Washington D.C.

The Institute is a private, not for profit organization concerned with issues of human resource development. Established by the Conference Board, it continues to be supported by large American Corporations and, in addition, receives contracts and grants from Foundations and Government Agencies.

1978 - 1982 Partner
Wirtz and Lapointe
Washington, D.C.

A consulting firm concentrating on education and work issues.

Recently its major effort was an evaluation of the National Assessment of Educational Progress, funded by the Carnegie Corporation and the Ford and Spencer Foundations. This is a detailed examination of how the United States establishes standards for its schools and how it monitors their progress.

1968 - 1976 Vice President for Planning and Development
Science Research Associates (SRA), IBM
Chicago, Illinois

SRA, an educational publishing company, is a subsidiary of IBM. It publishes tests, guidance materials and materials of instruction for Schools and Colleges and for Industry. It has subsidiaries in the U. K., Australia, Canada, France and Germany.

1966 - 1968 General Manager
California Test Bureau (McGraw-Hill)
Monterey, California

CTB was a recent McGraw-Hill acquisition when I was appointed General Manager.

1961 - 1966 Editorial Director, Foreign Languages and Social Studies
McGraw-Hill, Inc.
New York, New York

Created a list of textbooks for teaching foreign languages, literatures and cultures at the Secondary School and University levels. Published series in French, Spanish, German, Russian, Latin and English as a Second Language.

1960 - 1961 Section Chief, Foreign Languages
Educational Testing Service
Princeton, New Jersey

Responsible for all College Board Foreign Language Tests and the development of the innovative Modern Language Association tests for listening and speaking.

1959 - 1960 Supervisor, Foreign Languages
New Jersey Department of Education
Trenton, New Jersey

Assisted schools in the development of Foreign Language Programs and the selection and establishment of language labs.

1954 - 1959 Teacher
Rutgers University, New Brunswick, New Jersey
Louisiana State University, Baton Rouge, Louisiana
Trenton Public Schools, Trenton, New Jersey

1952 - 1954 Sales Manager
W. B. Case Company
Trenton, New Jersey

Sales manager for an Industrial Foods Company.

1948 - 1952 Personnel Specialist
U. S. Army
Berlin, Germany

EDUCATION

IBM, Senior Executive Program
IBM, New York, New York

Stanford Executive Program
Stanford, University

Graduate Education Work
Rutgers University

M.A., French Literature
University of Massachusetts

B.S., Education
Fordham University

Holy Cross Seminary
Notre Dame, Indiana

DR. MICHAEL S. ROSENBERG
Special Education Specialist

EDUCATION: Ph.D., Special Education, Pennsylvania State University, 1982
M.Ed., Special Education, State University College at Buffalo, 1979
B.S., Special Education, State University College at Buffalo, 1975

**PROFESSIONAL
EXPERIENCE**

<u>7/91 - present</u>	<u>THE JOHNS HOPKINS UNIVERSITY</u> <u>Professor and Chair</u> , Special Education; <u>Assistant Director</u> , Division of Education
<u>7/89 - 6/91</u>	<u>THE JOHNS HOPKINS UNIVERSITY</u> <u>Associate Professor</u> ; <u>Coordinator of Special Education</u> ; <u>Assistant Director</u> , Division of Education
<u>9/86 - 6/89</u>	<u>THE JOHNS HOPKINS UNIVERSITY</u> <u>Associate/Assistant Professor</u> ; <u>Coordinator</u> , Programs in Mild and Moderate Handicapping Conditions
<u>9/82 - 8/86</u>	<u>BALL STATE UNIVERSITY</u> <u>Associate/Assistant Professor</u> ; <u>Director</u> , Graduate Program in Behavior Analysis
<u>2/85 - 6/85</u>	<u>WESTMINSTER COLLEGE, Oxford, England</u> <u>Visiting Lecturer</u> , Special Education
<u>9/79 - 8/82</u>	<u>THE PENNSYLVANIA STATE UNIVERSITY</u> <u>Graduate Fellow</u> ; <u>Teaching Assistant</u> ; <u>Instructor</u>
<u>9/75 - 8/79</u>	<u>ORLEANS-NIAGARA BOARD OF COOPERATIVE EDUCATIONAL SERVICE</u>

Teacher of Learning Disabled and Emotionally Disturbed Adolescents6/75 - 8/75BUFFALO PSYCHIATRIC CENTERInstructor, Severely Handicapped AdolescentsPUBLICATIONS: Books

Rosenberg, M.S., Wilson, R.J., Maheady, L., & Sindelar, P.T. (1992). *Educating students with behavior disorders*. Boston: Allyn & Bacon.

Rosenberg, M.S., O'Shea, L., & O'Shea, D.J. (1991). *Student teacher to master teacher*. New York: Macmillan.

Articles and Book Chapters

Rosenberg, M.S., & King-Sears, M. (1993). Enhancing the professional development of teachers: Translating effective teaching research into practice. In L. Kramer-Hayon, H. Vonk, & R. Fessler (Eds.) *Teacher professional development: A multiple perspective approach* (pp. 197-216). Berwyn, PA: Swets & Zeitlinger.

Wood, D.A., Rosenberg, M.S., & Carran, D. (1993). The effects of tape-recorded self-instruction cues on the mathematics performance of students with learning disabilities. Journal of Learning Disabilities, 26(4), 250-258.

Rosenberg, M.S., (1992). Collaborative efforts between Institutions of Higher Education and Local Education Agencies: Introduction to the special edition. LD Forum, 17(3), 3-4.

King-Sears, M., Rosenberg, M.S., Ray, R., & Fragen, S. (1992). A partnership to alleviate special education teacher shortages: University and public school collaboration. Teacher Education and Special Education, 15(1), 9-17.

CLD Research Committee: Rosenberg, M.S., Bott, D., Majsterek, D., et al. (1992). Minimum standards for the description of participants in Learning Disabilities research. Learning Disability Quarterly, 15(1), 65-70. Reprinted in Journal of Learning Disabilities, 26(4), 210-213.

Fessler, M., Rosenberg, M.S., & Rosenberg, L.A. (1991). Concomitant learning disabilities and learning problems among students with behavioral/emotional disorders. Behavioral Disorders, 16(2), 97-106.

- McEvoy, M.A., Fox, J.J., & Rosenberg, M.S. (1991). Organizing preschool environments: Suggestions for enhancing the development/learning of preschool children with handicaps. Topics in Early Childhood Special Education, 11(2), 18-28.
- Hess, A.M., Rosenberg, M.S., & Levy, G.K. (1990). Reducing truancy in students with mild handicaps. Remedial and Special Education, 11(4), 14-19.
- Levy, N., & Rosenberg, M.S. (1990). Strategies for improving the written expression of students with learning disabilities. LD Forum, 16(1) 23-30.
- Rosenberg, M.S., (1989). The effects of daily homework on the acquisition of basic skills by students with learning disabilities. Journal of Learning Disabilities, 22(5), 314-323.
- Rosenberg, M.S., Wilson, R.J., & Legenhausen, E. (1989). The assessment of Hyperactivity in preschool populations: A multidisciplinary perspective. Topics in Early Childhood Special Education, 9(1), 90-105.
- O'Melia, M.C., & Rosenberg, M.S., (1989). Classroom Management: Preventing behavior problems in classrooms for students with learning disabilities. LD Forum, 15 (1), 23-26.
- Rosenberg, M.S., & Jackson, L.B. (1988). Theoretical models and special education: The impact of varying world views on service delivery and research. Remedial and Special Education, 9(3), 26-34.
- Rosenberg, M.S., (1987). Psychopharmacological interventions with young hyperactive children. Topics in Early Childhood Special Education, 6 (4), 62-74.
- Stedt, J.D., & Rosenberg, M.S., (1987). Serving the counseling needs of deaf adolescents: Cautions and considerations. Journal of Child and Adolescent Psychotherapy, 4 (4), 66-71.
- Gartland, D., & Rosenberg, M.S., (1987). Managing time in the LD classroom. LD Forum, 12(2), 8-10.
- Rosenberg, M.S., (1986). Maximizing the effectiveness of structured classroom management programs: Implementing rule-review procedures with disruptive and destructible students. Behavioral Disorders, 11(4), 239-248.
- Rosenberg, M.S., (1986). Error-correction during oral reading: A comparison of three techniques. Learning Disability Quarterly, 9(3), 182-192.

- Ulman, J.D., & Rosenberg, M.S., (1986). Science and superstition in special education. Exceptional Children, 52, 459-460.
- Rosenberg, M.S., (1985). Advances in educating students with special educational needs: A view from the United States. Westminster Studies in Education, 8, 77-96.
- Rosenberg, M.S., & Baker, K. (1985). Instructional time and the teacher educator: Training preservice and beginning teachers to use time effectively. The Teacher Educator, 20, 12-18.
- Rosenberg, M.S., Sindelar, P.T., & Stedt, J. (1985). The effects of supplemental on-task contingencies on the acquisition of simple and difficult academic tasks. Journal of Special Education, 19,(2), 189-203.
- Sindelar, P.T., Rosenberg, M.S., & Wilson, R.J. (1985). An adapted alternating treatments design for instructional research. Education and Treatment of Children, 8, 67-76.
- Feldman, D., Ulman, J.D., & Rosenberg, M.S., (1985). A multi-element fading procedure for the facilitation of treatment generalization. Journal of Child and Adolescent Psychotherapy, 2(4), 274-281.
- Barnes, D., & Rosenberg, M.S., (1985). Increasing student achievement: Good teachers make the difference. Ball State Monograph, Muncie, IN.
- Sindelar, P.T., & Rosenberg, M.S., (1984). Relearning by normal and retarded children following a three month lapse in instruction. University Park, PA: The Pennsylvania State University. (ERIC Document Reproduction Service No. ED 242 165)
- Sindelar, P.T., Rosenberg, M.S., Wilson, R.J., & Bursuck, W. (1984). The effects of group size and instructional method on the acquisition of mathematical concepts by fourth grade students. Journal of Educational Research, 77(3), 178-183.
- Feldman, D., Rosenberg, M.S., & Peer, G. (1984). Educational therapy: A behavior change strategy for predelinquent and delinquent youth. Journal of Child and Adolescent Psychotherapy, 1, 34-38.
- Rosenberg, M.S., & Sindelar, P.T. (1982). The use of direct continuous data for educational assessment. In J.T. Neisworth (Ed.), Assessment in special education. Rockville, MD: Aspen.

Rosenberg, M.S., (1982). Training paraprofessionals in behavior modification skills. International Journal of Partial Hospitalization, 1(3), 221-233.

Rosenberg, M.S., (1982). Student engaged time: A brief introduction. Collaborate, 2, 3.

Rosenberg, M.S., & Sindelar, P.T. (1981). Computer-assisted data management of instructional programming. Education Unlimited, 3, 37-40.

Published Book Review

Rosenberg, M.S., (1988). A review of Children on Medication. Volume II by Kenneth Gadow. Behavioral Disorders, 13(2), 150-151.

Published Conference Proceedings and Monographs

Rosenberg, M.S., DeRuiter, J.A., Westling, D.L., Hart, V., & Best, G.A. (1992). The Changing Roles and Responsibilities of Faculty Involved in Special Education Doctoral Training Program. HECSE Task Force Report No. 2. Albuquerque, NM:HECSE

Rosenberg, M.S., (1991). Advances in the education of students with special education needs: Selected illustrations of putting research into practice. Proceedings of the Second Sino-American Symposium on Special Education Technology. (p. 97-107) Taipei, Taiwan, ROC: National Taiwan Normal University.

Rosenberg, M.S., (1991). Necessary prerequisites for the successful integration of computer technology in special education settings. Proceedings of the Second Sino-American Symposium on Special Education Technology (p. 137-149). Taipei, Taiwan, ROC: National Taiwan Normal University.

Manuscripts In Press and Submitted for Publication

Rosenberg, M.S., & Rosenberg, I.E. (in press). The special education sourcebook. Silver Spring, MD: Woodbine House.

Rock, E.E., Rosenberg, M.S., & Carran, D.C. Variables affecting the integration rate of students with serious emotional disturbance.

Sindelar, P.T., Wilson, R.J., & Rosenberg, M.S. Comparisons of direct instruction and direct instruction with supplemented seatwork.

Jackson, L., Rosenberg, M.S., & Yeh, J. Designing effective field-based experiences for nontraditional preservice special educators.

O'Melio, M., & Rosenberg, M.S. (in press). The effects of cooperative homework teams on the acquisition of basic mathematics skills by secondary students with mild educational handicaps. Exceptional Children.

Major Works in Progress

Rosenberg, M.S., Gartland, D., & King-Sears, P. Effective classroom management in remedial and special education settings. Text under contract with Prentice-Hall.

PRESENTATIONS:

Rosenberg, M.S., & Cummings, C. (1993, April). A model for the management of problem behaviors in settings serving students with LD. Preconference workshop presented to Council for Learning Disabilities Regional Meeting, Cleveland, OH.

Rosenberg, M.S., Westling, D., Hart, V., & DeRuiter, J. (1991, November). The changing roles and responsibilities of faculty involved in special education doctoral training. Paper presented at the Teacher Education Division meeting of CEC, Charlotte, NC.

Rosenberg, M.S., (1991, March). Classroom management of students with LD. Paper presented at the Council for Learning Disabilities Regional Meeting, Nashville, TN.

Jackson, L. & Rosenberg, M.S., (1990, November). Designing effective field-based experiences for nontraditional preservice special educators. Paper presented at the 13th Annual TED conference, Anchorage, Alaska.

King-Sears, P., Fagen, S., Rosenberg, M.S., & Ray, R. (1990, November). University and local education agency collaboration: Preparing special educators for students with mild/moderate handicaps. Paper presented at 13th Annual TED conference, Anchorage, Alaska.

Rosenberg, M.S., & Gartland, D. (1990, October). Successful organization and management in settings serving students with LD. Paper presented at 12th Annual International Conference of the Council for Learning Disabilities, Austin, TX.

Rosenberg, M.S.. (1990, March). Strategies for effective teaching: Group symposium on LD Research and Instruction. Paper presented at the Council for Learning Disabilities Regional Conference, Williamsburg, VA.

Rosenberg, M.S., & Wilson, R.J. (1989, Oct.) Research in the Classroom: A practical guide for conducting research projects. Preconference workshop presented at the 11th Annual International Conference for Learning Disabilities, Denver, Colorado.

Gartland, D., & Rosenberg, M.S. (1989, Oct.). Managing inappropriate classroom behavior: What's new, what's old, what works. Paper presented at the 11th Annual International Conference on Learning Disabilities, Denver, Colorado.

Bennett, P., Sebastian, R., & Rosenberg, M.S. (1989, April; 1989, February). Bridges to employment: The application of innovative transition programs to individuals with learning disabilities. Papers presented at the 67th Annual Convention of the Council for Exceptional Children, San Francisco, CA. Also presented at the meeting of the Association of Children with Learning Disabilities, Miami Beach, Florida.

Rosenberg, M.S. (1988, November). Putting research to use in regular and special education settings. Workshop presented at Superintendent's Conference Day, Valley Stream Public Schools, Valley Stream, New York.

Rosenberg, M.S. (1988, October). Effective teaching strategies. Keynote address to the Northeast Regional Meeting of Educators of the Deaf, Frederick, Maryland.

Rosenberg, M.S., & Schiffman, G. (1988, October). The role of the LD teacher in developing authorable software for teaching reading comprehension skills. Paper presented to the 10th International Conference on Learning Disabilities, Louisville, Kentucky.

Rosenberg, M.S. (1988, May). Strategies for effective teaching: Translating recent research into practice. Paper presented at the Fifth Annual Statewide Conference on educating Handicapped Children in the Least Restrictive Environment, College Park, Maryland.

Rosenberg, M.S. (1988, April). The evolving perspective on teacher effectiveness: A discussion. Paper presented at the 66th International Convention of the Council for Exceptional Children, Washington, D.C.

Rosenberg, M.S., & Fessler, R. (1988, January). Moving toward a science of education: Implications for special education. Paper presented at Tel Aviv University Conference on Special Education and Technology: Theory, Research, and Practice, Tel Aviv, Israel.

Wilson, R.J., & Rosenberg, M.S. (1987, October). Building a future research agenda. Paper presented at the National Convention of the Council for Learning Disabilities, San Diego, California.

Rosenberg, M.S., (1987, April). Seatwork and homework: Current practice and research implications. Paper presented at the 65th International Convention of the Council for Exceptional Children, Chicago, IL.

Rosenberg, M.S., Krug, D., & Sively, D. (1986, February). Strategies for effective teaching: The effects of daily homework assignments on the acquisition of basic skills with LD populations. Paper presented at the meeting of the Indiana Federation Council for Exceptional children, Indianapolis, IN.

Rosenberg, M.S. (1986, April). An investigation of special education policy and practice in Great Britain. Paper presented at the 64th International Convention of the Council for Exceptional Children, New Orleans, LA.

Rosenberg, M.S., Sindelar, P.T., Wilson, R.J. (1985, October). Structured instruction in the LD classroom: Translating recent research into effective instructional procedures. Paper presented at the National Convention of the Council for Learning Disabilities, New Orleans, LA.

Rosenberg, M.S. (1985, February) Structured instruction techniques for LD children: A comparison of three error-correction techniques. Paper presented at the meeting of the Indiana Federation Council for Exceptional Children, Indianapolis, IN.

Rosenberg, M.S., & Morton, D. (1985, February). The attitudes of middle-school personnel towards mainstreamed handicapped students. Paper presented at the meeting of the Indiana Federation Council for Exceptional Children, Indianapolis, IN.

Beihl, D., & Rosenberg, M.S. (1985, February). The effective use of punishment: A critical review of time-out in the classroom. Paper presented at the meeting of the Indian Federation Council for Exceptional Children, Indianapolis, IN.

Van Tassel, J., Rosenberg, M.S., Hoage, D., & Smith, K. (1985, February). Movement toward a competency-based student teaching experience in special education. Paper presented at the meeting of the Indian Federation Council for Exceptional Children, Indianapolis, IN.

Rosenberg, M.S. (1984, April). On-task contingencies and the acquisition of simple and difficult tasks. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Alvord, C.F., & Rosenberg, M.S. (1984, April). The maintenance of preschool skills as a function of instructional group sizes. Paper presented at the 62nd International Convention of the Council for Exceptional Children, Washington, D.C.

Rosenberg, M.S., Wilson, R.J., Bursuck, W., DePillo, N., & Sindelar, P.T. (1984, April). Current efforts to increase teacher effectiveness: Research involving the use of structured instruction in the special education classroom. Paper presented at the 62nd International Convention of the Council for Exceptional Children, Washington, DC.

Feldman, D., Ulman, J.D., & Rosenberg, M.S. (1984, May). Multielement fading technique for facilitating the generalization of treatment effects across settings. Paper presented at the meeting of the Association for Behavior Analysis, Nashville, TN.

Rosenberg, M.S. (1984, May). Ball State University's Graduate Program in Behavior Analysis. Paper presented at the meeting of the Association for Behavior Analysis, Nashville, TN.

Rosenberg, M.S., & Poteet, J. (1984, February). The assessment of learning style: Implications for teachers, teacher trainers, and special education students. Paper presented at the meeting of the Indiana Federation Council for Exceptional Children, Indianapolis, IN.

Rosenberg, M.S., & Jackson, A.J. (1984, February). The successful use of token economics: Preliminary research results. Paper presented at the meeting of the Indiana Federation Council for Exceptional Children, Indianapolis, IN.

Rosenberg, M.S., & Ulman, J.D. (1983, February). Increasing teacher effectiveness: Preliminary research results. Paper presented at the Indiana Federation Council for Exceptional Children, Indianapolis, IN.

Rosenberg, M.S., & Sindelar, P.T. (1982, April) Relearning by normal and retarded children following a three month lapse in instruction. Paper presented at the 60th Annual International Convention of the Council for Exceptional Children, Houston, TX.

Madle, R.A., Rosenberg, M.S., & Dolbeare, M. (1981, December). Caregiving behavior: A critical review. Paper presented at the Pennsylvania Federation Council for Exceptional Children, 22nd Annual Convention, Valley Forge, PA.

Rosenberg, M.S., & Sindelar, P.T. (1981, August). Computer-assisted instructional data management. Paper presented at the Johns Hopkins First National Search for Computer Designs to Aid the Handicapped, Maryland Science Center, Baltimore, MD.

Rosenberg, M.S., & O'Shea, L. (1981, April). Using data and data decision rules in the classroom. Paper presented to the meeting of the Pennsylvania Federation of the Council for Exceptional Children, Pittsburgh, PA.

CONSULTATIONS:

Consultant, Howard County Public Schools, Assisting in design of structured management programs for special education settings, 1992-present.

Consultant, Washington, D.C. Public Schools, Comprehensive Management Programs, 1992, 1993.

Consultant, New Jersey Department of Education, Structured Management Programs, 1991.

Consultant, Ann Arundel County Public Schools (West Annapolis), Effective teaching inservice series, 1990.

Consultant, Baltimore County Public Schools, Assisting in design of structured management programs for special education settings, 1989, 1990, 1991.

Consultant, Baltimore City Public Schools, Evaluation of programs serving students with mild and moderate handicaps.

Consultant, New Jersey Department of Education, NASDEC Site Review, April 1988.

Consultant, Maryland State Department of Education, NASDEC Site Review Team, March, 1988.

Consultant, U.S. Department of Education, Peer Review of Field Initiated Research Grants, December, 1987; April, 1988; January, 1991.

Consultant, U.S. Department of Education, Peer Review of Personnel Preparation Grants, March, 1989.

Consultant, Washington County Association for Retarded Citizen Applied Behavioral Programming, September, 1987 - present.

Consultant, Indianapolis Public School's Programs for the Emotionally Handicapped. January, 1986 - June, 1986.

Consultant, Educational Testing Service and Department of Public Instruction, State of Indiana; review of certification test items, November, 1984.

Consultant, Workshop coordinator, "Discipline," Perry Township Schools, Indianapolis, IN, August, 1984.

Consultant and Local Coordinator, Purdue University Speaker Telephone System, July, 1984 - August, 1986.

Consultant, Department of Defense Dependent Schools. "Managing Special Students in the Regular Classroom Setting," Ball State University - Department of Defense, Muncie, IN, July, 1983.

Consultant, Evaluation of the 1980-81 Capital Area Intermediate Unit/The Pennsylvania State University Cooperative Inservice Training Project (CAPS), funded by the Pennsylvania Department of Education.

LOCAL PRESENTATIONS:

Rosenberg, M.S. (1990, Feb.). Trends and influences affecting educational programming in the 1990s: Social responsibility and personal development as growth industries. Presentation to the Johns Hopkins University School of Continuing Studies, Columbia, MD.

Rosenberg, M.S., & King-Sears, P. (1990, March). Effective Instruction and Learning Strategies. Presentation to Special Education Supervisors, Baltimore City Public Schools.

Rosenberg, M.S. (1989, September, 1990). Effective classroom management: A successful start to the new school year. Keynote address to Baltimore County Special Educators, Essex, MD.

Rosenberg, M.S. (1989, March). Behavior management: Preventive classroom strategies. Presentation to Parkville Middle School, Baltimore, MD.

Rosenberg, M.S. (1898, March). Alternatives to drugs for hyperactive children. Presentation to Armistead Gardens Elementary School, Baltimore, MD.

Rosenberg, M.S. (1987, May). Effective teaching strategies for ED students. Presentation to the Children's Guild, Baltimore, MD.

Rosenberg, M.S. (1986, December). Teaching self-control. Presentation to teachers of behaviorally disordered students, Baltimore City, Baltimore, MD.

Rosenberg, M.S. (1986, February). Strategies for Effective Teaching in the Mildly Handicapped Classroom. Presentation to RISE Special Services, Indianapolis, IN.

Rosenberg, M.S. (1985, November). Effective Teacher Behaviors. Presentation to the Teachers College Learning Exchange, Ball State University, Muncie, IN.

Rosenberg, M.S. (1985, November). Classroom management for teachers for secondary level mildly handicapped students. Indianapolis Public Schools, Indianapolis, IN.

Rosenberg, M.S. (1985, July). The Prerequisites to Successful Classroom Discipline. Perry Township School District, Indianapolis, IN.

Rosenberg, M.S. (1984, October). The Antecedents of Successful Behavior Management. Special Education Learning Facility, Valparaiso, IN.

Rosenberg, M.S. (1984, March). The Appropriate Use of Punishment. RISE Learning Center Indianapolis, IN.

Rosenberg, M.S. (1984, February). Classroom Management - Effective Use of Instructional Time. Presentation to elementary teachers, Mishawaka, IN.

Rosenberg, M.S. (1984, February). A Systematic Approach to Remediating Educational and Social Problems. Indiana School for the Deaf, Indianapolis, IN.

Rosenberg, M.S. (1984, December). Teaching: Technology or Art. Ball State University, Muncie, IN.

Rosenberg, M.S. (1984, December). Educating the Learning Disabled Child: Current Issues and Future Trends. Delaware County Special Education Cooperative, Muncie, IN.

Rosenberg, M.S. (1983, February). Motivating the Unmotivated Student. Morristown Community Schools C.S.P.D. Workshop, Morristown, IN.

Rosenberg, M.S. (1983, February). Grading Consideration for Special Needs Students. East Central Indiana C.S.P.D. Workshop, Muncie, IN.

Rosenberg, M.S. (1983, February). Informal Assessment Through Secondary Lessons. East Central Indiana C.S.P.D. Workshop, Muncie, IN.

Rosenberg, M.S., & Alvord, C.F. (1983, February). Hyperactivity: Definition, Explanation and Modification. Jay-Randolph Head Start, Portland, IN.

Rosenberg, M.S. (1982, December). Designing Instruction to Fit the Learner. Richmond Community Schools C.S.P.D. Workshop, Richmond, IN.

Ulman, J.D., & Rosenberg, M.S. (1982, September). Management Strategies for Preschool Teachers. Jay-Randolph Developmental Services, Portland, IN.

Rosenberg, M.S. (1981, February). Programming for the Handicapped Within the Least Restrictive Environment. Workshop pressed to the staff of the Ridgeway Area School District, Ridgeway, PA.

Sindelar, P.T., Rosenberg, M.S. & Wilson, R.J. (1981, October). Instructional Management Strategies for the Emotionally Disturbed. Workshop presented to the staff of the Williamsport Area Intermediate Unit, Williamsport, PA.

GRANTS RECEIVED:

Rosenberg, M.S. A field-based alternative program for the preparation of teachers to serve students with mild and moderate handicaps. Office of Special Education and Rehabilitation Services, Department of Education. September 1, 1991-August 31, 1993 (\$276,000).

Rosenberg, M.S. Preparation of teachers to serve elementary/middle students with mild and moderate handicaps. Office of Special Education and Rehabilitation Services Department of Education, September 1, 1991-August 30, 1993 (\$221,000).

Rosenberg, M.S., Waler, H.C. & Wallace, J. Influencing the professional development of beginning teachers in special education: A pilot demonstration and evaluation study, Maryland State Department of Education, October 1, 1989-June 30, 1990 (\$5,000).

Rosenberg, M.S. Preparation of teachers to serve secondary/adult students with mild and moderate handicaps. Office of Special Education and Rehabilitation Services, Department of Education. July 1, 1988-June 30, 1991 (\$220,484).

Rosenberg, M.S. Preparation of teachers to serve elementary/middle students with mild and moderate handicaps. Submitted to the Office of Special Education and Rehabilitation Services, Department of Education, July 1, 1987-June 30, 1990 (\$194,869).

Maryland Rehabilitation Center, The Johns Hopkins University, and Baltimore County Schools. Bridges to Employment. Office of Special Education and Rehabilitation, Department of Education, October 1, 1987-September 30, 1990 (\$492,377).

Applied Physics Laboratory and The Division of Education of The Johns Hopkins University. Technology Software for Teaching Language Arts: Computer Assisted Instruction in Reading Comprehension Skills. Office of Special Education and Rehabilitation, Department of Education, October 1, 1987-September 30, 1989 (\$314,426).

Hess, A., and Rosenberg, M.S. Reducing truancy in mildly handicapped students. Field Initiated Research Project. Office of Special Education and Reliability, Department of Education, July 1, 1987-June 30, 1988 (\$2,462).

Rosenberg, M.S. Research Associate Program. Office of Research, Ball State University Summer, 1984 (\$1,300).

Rosenberg, M.S. The self-control of study behavior. Creative Teaching Grant, Ball State University, 1983 (\$1,000).

Rosenberg, M.S. The relative efficacy of three error-correction procedures on the oral reading of learning disabled adolescents. New Faculty Research Grant, Ball State University, 1982.

Sindelar, P.T., Wilson, R.J. & Rosenberg, M.S. The allocation of time in special education programs and its effect on achievement and behavior. Research in Education of the Handicapped. Field Initiated Research. Office of Special Education and Rehabilitation Services, U.S. Department of Education, 1982.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:

Council for Exceptional Children (CEC)
Council for Children with Behavior Disorders (CEC-BD)
Division for Learning Disabilities (CEC-DLD)
Teacher Education Division (CEC-TD)
Division of Research (CEC-DR)
International Council for Learning Disabilities (CLD)
Maryland Council for Learning Disabilities (MCLD)

NATIONAL SERVICE ACTIVITIES:

Research Committee, Council for Learning Disabilities, 1987-1988.
Professional Affairs Committee, CEC-DR.
Institutional Representative and Member at Large, Higher Education Consortium of Special Education (HECSE).
HECSE Legislative Committee, 1991-present.
Institutional Representative, Holmes Group.
Institutional Representative, American Association of Colleges for Teacher Education.
Treasurer, Council for Learning Disabilities, 1988-.
President, Maryland Council for Learning Disabilities, 1990-.
Chair, Research Committee, Council for Learning Disabilities, 1990-.
Planning Committee, University-Based Technology Trainers, Center for Special Education Technology, 1990.

Consumer Advisory Committee, Kennedy-Krieger Institute, 1991-present.
Co-Local Arrangements Chair, CLD Meeting in Baltimore, 1993.

**STATE, LOCAL AND
UNIVERSITY SERVICE
ACTIVITIES:**

Maryland State Special Education Advisory Board
Baltimore County Advisory Board for Special Education
Academic Council, The Johns Hopkins University
Advisory Board, Center for Technology and Human Disabilities

RICHARD A. KAHLEY
Food Services/Facilities Specialist

EDUCATION: M.S., Chemistry, 1975 Virginia Polytechnic Institute and State University,
Blacksburg, VA

B.A., Chemistry, 1972 Washington and Jefferson College,
Washington, PA

George Mason University, Fairfax, Virginia
Continuing Education

PROFESSIONAL

AFFILIATIONS: Member, Board of Directors of AOBA
(Apartment and Office Building Associations of Washington)
Speaker, WEEC (World Energy Engineering Congress)
"Operating the Intelligent Building"
Speaker, AEE Conference (Association of Energy Engineers)
"High Technology and High Productivity"
Speaker, NBS (National Bureau of Standards)
"Advances in Intelligent Technology"
Member, IFMA and IFMA Health Care Council

PROFESSIONAL

HISTORY: **SUMMARY**

Mr. Kahley has over fifteen years of experience in facilities maintenance, operations, design, construction and systems installation for office buildings, computer centers, research and development buildings, health care facilities and industrial buildings.

ROY JORGENSEN ASSOCIATES, INC.

Regional Facilities Operations Manager. Mr. Kahley is responsible for expanding and managing facilities operations in the Eastern United States by providing direct cost-effective services to private sector clients.

LELAND D. EISENHOWER, LTD.

Senior Project Manager. Mr. Kahley directed mechanical and electrical design teams for major health care and commercial facilities and was responsible for business development and consulting services to architects and owners. His work principally involved new construction, renovation, building surveys and energy studied for private sector clients.

GT REALTY AND MANAGEMENT CO., INC.

Vice President and Facilities Director. Mr. Kahley was responsible for operations and maintenance of over three million square feet of mixed use properties, including R&D, industrial and office buildings and a hotel. He was the owner's representative for new building planning, design and construction. His responsibilities included engineering, maintenance, energy and risk management, telecommunications and data services, tenant moves, preparation and supervision of annual budget, establishment and enforcement of building operational standards, review and approval of purchases, contract review and approval.

HONEYWELL, INC.

Building Management Systems Engineer. Mr. Kahley designed building management systems including control, energy management, life safety and security systems. Estimated and administered subcontracts, coordinated field personnel and provided training and technical assistance to clients.

ROBERT P. LAPOINTE, CPA/CMA
Chief Financial Advisor

EDUCATION: Bachelor of Business Administration, University of Notre Dame
Master of Science in Taxation, Southeastern University

PROFESSIONAL

AFFILIATIONS: Member, Institute of Management Accountants
Member, American Institute of Certified Public Accountants

PROFESSIONAL

HISTORY: SUMMARY

Mr. Lapointe's background in the financial field includes experience in system, bonding, insurance, and general accounting, cash management, economic analysis and taxation. He has been responsible for the design and implementation of financial systems, performance budgeting and control, purchasing and cost analyses. In addition to finance, Mr. Lapointe has experience in the fields of personnel, office management and warehouse management.

1981 to Present **ROY JORGENSEN ASSOCIATES, INC.**

Director of Finance and Administrative Services. As Director of Finance and Administrative Services, Mr. Lapointe is responsible for the areas of finance, accounting, personnel and office management. Financial and accounting responsibilities include cash and investment management, financial analysis, risk management, bonding, corporate taxes, budgeting, and general supervision of all accounting functions. Personnel and office management activities involve supervision of purchasing activities, responsibility for equipment purchase and replacement analysis, and supervision of the personnel function.

In this position, Mr. Lapointe directed the development and implementation of a computerized accounting system. In addition to providing routine accounting support such as general ledger, accounts receivable and accounts payable, this system provides monthly budget reports for monitoring both costs and revenues for ongoing activities. Mr. Lapointe is also responsible for coordinating and analyzing annual departmental forecasts and budgets.

Mr. Lapointe routinely provides financial expertise on Jorgensen projects and regularly visits project offices. Project activities include monitoring administrative functions, reviewing contractual obligations with subcontractors (including insurance and bonding requirements), reviewing contractual obligations with clients (such as submission of required documentation and conformance to invoicing requirements), and audits of the accounting and

financial records maintained at a field offices. Mr. Lapointe, in conjunction with other principals of the firm, established policies and procedures by which project offices operate.

1979 to 1981**SHARPE BOOKS, INC.**

Vice President and Chief Financial Officer. In this position, Mr. Lapointe was responsible for all corporate financial functions including cash management, preparation of financial reports and tax returns, inventory control, cost identification and analysis, and price determinations. Specific accomplishments included the development of a corporate accounting system, establishment of optimal inventory levels and inventory controls, and the development of a budgetary process. In addition, Mr. Lapointe prepared economic evaluations of all potential equipment expenditures and developed a system of tracking realized benefits from these expenditures.

This position also involved the general management of a warehouse operation including facilities management, personnel management, and traffic management.

1977 to 1979**AMERICAN CAN COMPANY**

Supervisor, Cost Accounting. The primary responsibility of this position was the development and maintenance of standard costs and reporting of actual costs for a \$50 million manufacturing facility. The position involved monthly analysis of variances from standard, preparation of monthly cost statements, and cost estimation for new products. Additionally, Mr. Lapointe worked closely with operating department supervisors in the preparation of annual budgets and standards.

In this position, Mr. Lapointe was responsible for the preparation of economic evaluations for a \$7 million equipment budget and implemented a program of capital investment review and follow-up.

8. TIMETABLE

This section provides timetable details including the schedule for opening the Roxbury Charter School and feasibility for a Fall 1994 opening.

Schedule

The Roxbury Charter School Team will complete startup operations as outlined in the schedule on the next page. The most intense effort will occur in the first two phases of the program as our Team performs the critical tasks of design and school startup.

Feasibility for Fall 1994 Opening

A Fall 1994 opening is feasible subject to our receipt of approval, a signed/funded contract, completion of negotiations for a building, and official notice-to-proceed by the end of April 1994. This will give us four months to complete any necessary building renovations, to hire staff, and complete school operations planning.

However, if the above conditions are not met we would plan on opening sometime in 1995.

Roxbury Charter School Startup Schedule^{1/}

	1994							
	May	June	July	Aug	Sept	Oct	Nov	Dec
<u>PHASE ONE - DESIGN</u>								
Step 1: Educational Program Design								
Step 2: Facilities Design/Renovation Planning								
Step 3: School Operational Design								
<u>PHASE TWO - STARTUP</u>								
Step 4: Building Renovation								
Step 5: Staffing								
Step 6: Materials/Equipment Procurement								
Step 7: Staff Training								
Step 8: Recruitment/Outreach/Student Intake								
<u>PHASE THREE: OPERATION</u>								
Step 9: School Operations								
Step 10: Financial/Admin. Mgmt.								
OPEN HOUSES								

^{1/} Assumes our receipt of signed contract by April 30, 1994.

Charter Application - Part II

9. EVIDENCE OF SUPPORT

This section provides detail of community support for the Roxbury Charter school.

Parent/Community Support

The committee for the development of the Roxbury Charter School has collected a great deal of information from parents, students, and others supporting the formation of this Charter School. This information was collected through a random sample survey and discussions with members of the community.

Survey Results

The survey indicates that 83% support the formation of the Roxbury Charter School and 65% would send their children to the school. Letters of Support indicate support for formation of the school and Letters of Intent to Enroll indicate that parents would send their children to the school. Within a few months after this Charter School application is approved we expect to have received enough Letters of Intent to Enroll to fill 100% of the spots available in the school. Sample letters of support and letters of intent to enroll are included in Appendix B.

After discussions with parents, teachers and community leaders in the subject areas it is clearly evident that there is a critical need for and ample community support for this back-to-basics elementary school. Parents, students, and others are genuinely disappointed in the educational results being obtained from existing public schools. They do not feel their tax dollars are being spent effectively — and they feel that the Roxbury Charter school will be instrumental in turning the situation around. A majority of people we spoke to will send their elementary school age children to the Roxbury Charter school when it opens.

10. EDUCATIONAL PROGRAM

This section provides details of our planned educational program including the curriculum, teaching methods, school calendar and hours of operation.

Educational Programs

It is the job of educators today to prepare young people to be thoughtful and productive citizens of tomorrow. The Roxbury Charter School will be a model for successful education and will have the ability to enhance the current educational system. We propose to help students acquire the skills they need for success. The Roxbury Charter School is a public school, initially for grades K-5, and later may be expanded to grades K-12.

Our Charter School plan incorporates the following:

- Staff the school with teachers who are educational generalists and who are expert at teaching adolescents.
- Provide a mechanism for the success of all students.
- Ensure accountability through the use of secured assessments, formal exhibitions, and portfolios.
- Create an environment for learning in which personalization plays a fundamental role.
- Recognize that learning is the responsibility of the student and that learning how to learn is the ultimate educational achievement.
- Reengage families in the education of their children.
- Connect schools with communities.

Following are sample programmed outcomes:

I. **Learner Outcomes:** These learner outcomes reflect measurable outcomes for all students

1. **Effective Communicator**

- Listens to meet the demands of various situations.
- Verbally expresses thoughts clearly and coherently.
- Reads and understands a wide variety of printed materials.
- Produces writing that has purpose and meaning.
- Uses appropriate technology for information access and analysis.

2. **Self-Directed Learner**

- Sets and manages progress toward goals.
- Evaluates own progress toward goals.
- Takes responsibility for own actions.
- Creates and evaluates options.

3. **Collaborative Worker**

- Evaluates and manages self as a group member.
- Demonstrates interactive communication and collaboration.
- Demonstrates consideration for individual differences.

4. **Complex Thinker**

- Selects thinking processes appropriate to the situation.
- Effectively accesses and integrates information.
- Uses effective habits of the mind to resolve complex issues.

5. **Community Contributor**

- Demonstrates knowledge about various communities.
- Plans and completes a community project.
- Reflects on the future of the community.

6. Quality Producer

- Creates valid/useful products.
- Creates products that reflect world-class craftsmanship.
- Effectively uses various resources and technologies.

II. Content Outcomes: These Content Outcomes reflect measurable outcomes for all students achieved upon completion of this sequence.

Area 1: Mathematics, Science and Technology are included in a single area and are taught around common themes such as: systems, models, constancy, patterns of change, and scale. This area contributes strongly to the school-wide obligation to "inquiry" and takes the lead in the school-wide commitment to scientific habits of mind, matters of value, and skills in computation, manipulation and observation.

All students will:

1. identify and use appropriate strategies in problem solving situations,
2. apply appropriate computational techniques in a variety of situations,
3. use a variety of means to communicate mathematical concepts and processes,
4. effectively collect and analyze various forms of data,
5. explore and analyze the aspects of systems, models, constancy, patterns of change, and scale,
6. investigate scientific phenomena at various levels of complexity and magnitude,
7. apply key concepts and principles of ecology to environmental issues and their resolutions,
8. use different electronic means of communication,
9. apply scientific process to solving problems in a variety of applications, and
10. examine the relationship of science with history, and the interactions of cultural movements and events and scientific discovery.

Area 2: Social Studies and Geography are included in a single area and are taught around such common themes as systems, patterns of change, technology, scale and structure, and stability. This area contributes strongly to the school-wide commitment

to "inquiry" and takes the lead in school governance and in appropriate personal and career guidance.

All students will:

1. analyze how people are affected by and adapt to different physical and cultural environments,
2. analyze democratic and constitutional principles and practice and demonstrate the ability to take action within the political system,
3. demonstrate the ability to evaluate and analyze historical evidence to local, national and international issues and conflicts for a variety of perspectives,
4. analyze how individuals and groups respond to social conditions and pressures,
5. recognize similarities and differences of various cultures and describe the relationships among them,
6. examine concepts, issues and events from the perspectives of different groups,
7. develop educational/career plan,
8. demonstrate skills needed to secure and maintain employment,
9. use and apply sound research skills to a variety of problems and situations, and
10. apply systematic intellectual effort to solving problems.

Area 3: Language Arts (Writing, Reading and Vocabulary) are included in a single area and are taught in support of the school wide obligation in "expression", in writing and reading in English, art, and music.

All students will:

1. read, comprehend, interpret, evaluate and use written materials and symbols,
2. write clearly for a variety of purposes and audiences,
3. use spoken language effectively in formal and informal situations to communicate ideas and information, to ask and answer questions and to give and understand directions,
4. listen actively, critically and analytically,
5. effectively communicate in the languages of the arts,

6. use key principles and concepts of the arts to create quality products and performances,
7. integrate the arts with other disciplines,
8. integrate academic/technical knowledge,
9. use technical skills necessary for independent living, leisure, and fitness, and
10. use the skills of memorization and study, including test taking skills.

The Educational Program is summarized on the following page. It is divided into "core" subjects and "foundation" subjects.

Core Subjects. In keeping with the "back-to-basics" mission of the school our curriculum will focus on the core subjects of English, Math and Science. Almost seventy percent of weekly classes will be concentrated on these core subjects as illustrated in the chart on the next page. Generally, this time will be equally divided between Math, English and Science. To increase learning efficiency and focus on each core subject we will concentrate intensive blocks of instruction in whole-day increments for the core subjects. This would result in entire days being spent on core subjects, for example:

- Monday — English concentration,
- Tuesday — Math concentration, and
- Wednesday — Science concentration.

Foundation Subjects. The remainder of each week (Thursday and Friday) for example will focus on the Foundation subjects:

- History,
- Geography,
- Music,
- Art, and
- Physical Education.

School Curriculum/Hours of Instruction^{1/}

Curriculum	Hours of Instruction						Approx. % of Total ^{2/}
	M	T	W	Th	F	Total	
CORE SUBJECTS							66%
English	6.0			1.0		7.0	23%
Math		6.0			1.0	7.0	23%
Science			6.0			6.0	20%
Lunch Period	0.5	0.5	0.5	0.5	0.5	2.5	N/A
FOUNDATION SUBJECTS							34%
History				2.0		2.0	7%
Geography				2.0		2.0	7%
Music					2.0	2.0	7%
Art					2.0	2.0	7%
Physical Education				1.0	1.0	2.0	6%
DAILY TOTALS	6.5	6.5	6.5	6.5	6.5	32.5	100%

NOTE: Homework will be assigned in approximately 1-2 hour increments each weekday evening.

^{1/} Schedules would vary by class but general schedules are represented here. Kindergarten classes will be half-time.

^{2/} Total Instructional Hours = 30.0

This division of subjects and schedule split is better for several reasons:

- concentrating larger blocks of instruction improves overall student retention rates by allowing them to concentrate better (less startup and shifting of priorities);
- the larger blocks of instruction allow teachers to better plan blocks of instruction with more efficient follow-through, making sure that each student has absorbed the information.

Teaching Methods

Because we are advocating a "back-to-basics" curriculum that does not mean we will be using an old-school, rigid teaching method. We plan to make sure each lesson is interesting and exciting to each class.

The teaching strategies which will be used are influenced by two factors:

- the particular group of children, and
- the subject matter to be learned.

Children's learning ability and style and successful approaches will vary within any class, but usually there are sufficient common elements to be able to select an approach which will match the needs of the majority. The subject matter to be learned also dictates certain practices. For example it is very difficult to teach young children anything about Math without a fair amount of practical work. You cannot learn to enjoy literature without reading it or listening to it.

The basic methods we will use include:

- Direct Teaching,
- Learning From Materials,
- Learning with Computers and Audio-Visual Materials, and
- Creative Work.

Direct Teaching. A high proportion of teaching will consist of exposition and questioning. It involves a great deal of questioning designed to elicit information from the

children so that teachers can build on what they already know. The following are situations where this approach will be useful:

- It may be the most efficient and economical way of getting children to learn something and then checking to see that they know it.
- It is a good way to start and end lessons. At the beginning of a lesson the teacher stimulates and interests the children or directs their attention to get work organized. At the end of the lesson there is a time for drawing together what has been learned — summing up.

The success of the teaching method is dependent upon good teacher preparation, making useful notes, setting the scene for the class, getting materials ready, and using effective questioning techniques.

Learning From Materials. Books and work cards will be used to provide practice and reinforcement of learning. Work cards and work sheets will be designed in such a manner to interest children and teach them well. Our desktop publishing software will enable teachers to produce better materials.

Learning With Computers/Audio-Visual Materials. Computers in the classroom will provide excellent opportunities for children to learn reading and mathematics using existing software. Each classroom will have computer equipment available for this purpose.

Televisions/VCR's are another resource that can be very effective and relatively cheap. Each classroom will also be outfitted with state-of-the-art TV's/VCR's and appropriate stocks of educational videotapes.

Creative Work. Creative work is also important as a form of expression. We will use it to teach children to understand certain things with their emotions and imaginations as well as in cognitive terms. Creating a model may enable a child to understand something much better. Taking on a role may make it possible for a child to enter imaginatively into learning. Mathematics, for instance, may be made more real by asking the children to undertake such activities as taking on the roles of someone who needed to measure something.

The following sections detail our detailed teaching approaches to the various subject areas:

- English,
- Math,
- Science,
- History, and
- Geography.

English: Reading, Literature, and Writing

This section on English covers three content areas: reading, literature, and writing. Although these areas are presented as three separate sections for the purpose of discussion, many of the instructional approaches, new directions, and promising practices that are described relate to current research and practices all three of the areas.

Reading

Reading competence is basic to the educational process, to success in school, and to independent learning throughout life. When students lag behind in their reading achievement, they find it difficult to benefit from other aspects of the curriculum and are, upon leaving school, more likely to experience unemployment.

Instructional Approaches to the Teaching of Reading. The way in which beginning reading is taught in American schools varies greatly across teachers, classrooms, and schools, and reflects elements from a long history of instructional practice.

Two methods we will use are the basal reader and whole-language approaches.

1. Basal Reader Approach

- Teachers focus their instruction on commercially developed programs of systematically organized instructional activities for teaching reading skills, comprehension strategies, and the appreciation of literature. Teachers' manuals accompany materials for the students.

- Students are taught in small groups that are formed according to the students' ability progress through these materials. Instruction frequently is organized around teacher-led "round robin" reading activities, in which each child takes a turn reading aloud.
- The stories, poems and factual articles in the student textbooks and the accompanying exercises in workbooks provide practice in reading and writing. The selections and exercises are generally age appropriate.

2. Whole-Language Approach

The whole-language philosophy includes multiple beliefs about learning and the social context of learning. This philosophy has directly influenced reading instruction, among other English arts, and is currently very popular among educators.

Characteristics of the whole-language approach include the following:

- Instruction is focused on natural-language materials (such as trade books) and writing that takes place naturally in the classroom. Teachers integrate the reading, writing, and discussion of text. They emphasize comprehension and reasoning during reading, select mostly narrative literature, emphasize process writing, and encourage discussions in which students talk about their interpretations of the literature they have read.
- Children are not grouped according to ability. Rather, teachers work with the entire class, or children with a range of abilities work together in small groups. When necessary, the teacher helps students individually. The Cooperative Integrated Reading and Composition (CIRC) Program uses cooperative learning team activities that promote growth in reading and language arts for elementary school-age children. Four students work in heterogeneous learning teams developed on the basis of sex, race, reading ability and special placements.

Although the "phonics" versus "whole language" controversy is still debated, with some teachers following one approach to the exclusion of another, our teachers will combine features of both approaches in reading instruction. One example, a first-

grade classroom in which small-group intensive phonics instruction (more often associated with the basal reader approach, is followed by the entire class's reading student-selected library books, typically associated with a whole-language approach.

Reading Comprehension Strategies. To read, students must be able to decode words, but they must also be able to obtain meaning from words, sentences, and passages. Cognitive research has contributed significantly to our knowledge of how students comprehend what they read.

Cognitive research indicates that (1) knowledge is gained when learning is active, (2) learning takes motivation and effort, (3) learning occurs when information is tied to a context, and (4) learning is influenced by the environment in which it occurs. Applying this information, researchers have translated cognitive research into models for helping students understand better what they read. These models have the following implications for instruction:

- When students understand what they have read, they do so because they, not the teacher, have found meaning in the text.
- Comprehension activities should be matched to students' existing knowledge and skill levels, but also provide a challenge for new growth.
- Teachers can help students learn new comprehension skills through "supportive" instruction, sometimes called scaffolding, that is, by narrowing the topics considered, providing partial information or ways to think about an idea, helping to tighten an argument or point being made, positing alternative ways to view an issue, restating ideas to help students take stock, or providing information
- The teacher's role is to guide the student toward an understanding of what he or she has read.
- Students need time to absorb the patterns and approaches practiced with the teacher's assistance to improve comprehension skills.

Literature

The benefits of literature instruction are well documented. The study of literature can contribute to intellectual, emotional, and moral growth. It can help students understand their cultural heritage as Americans, as well as increase their appreciation of the beliefs and traditions use of language and reasoning.

Instructional Approaches for Interpreting Literature. Our instructional approaches for interpreting literature are influenced by two theories: reader-response and the new criticism. These theories, which have led to different approaches in interpreting literature, are distinguished mainly by how teachers guide students (1) to find meaning in a text (the meaning is in the text waiting to be found versus meaning is a product of the reader's interaction with the text), and (2) to use information outside the text (the reader's personal, emotional position or the intention of the author) to develop an interpretation of the literature. Each approach is described below.

1. **Reader Response.** A theory of literacy interpretation that emphasizes the importance of an individual's response to and interpretation of a literary work. Teachers who espouse the reader-response approach encourage students to react to the text, reflect upon their responses, and understand what in the work and in themselves produce the reactions. Multiple interpretations are permitted for multiple readers.
2. **New Criticism.** This approach is an effort to make the analysis of literature as objective as possible. Typically, instruction involves individual or group discussion and analysis of a text by examining the literary structures of a text. Interpretations of the text are based on elements in the text only. Consideration of the author's intentions is regarded as speculative information that lies outside the text.

Writing

The ability to write is integral to further education, most vocations, and independent living. It is a necessity, as well as a source of pleasure. Yet, data from NAEP surveys conducted over the past 14 years show that many American students have difficulty communicating effectively in writing. With sufficient instruction, most students do manage to master the mechanics of writing (e.g., spelling, grammar, and language usage); even older students, however, have serious problems in composition. The most recent NAEP survey found that only 36 percent of American 12th-graders could write a persuasive letter.

Such findings are not surprising in view of how little time goes into teaching and practicing writing. In a recent NAEP survey, the typical eight-grade English teacher reported spending no more than one hour per week on writing instruction and assistance. Instead, class time was devoted to exercises in the mechanics of English rather than composition. Even older students encountered minimal writing demands. Most American high school seniors reported that they had written two papers (or fewer) for school during the six-week period before to the survey.

Instructional Approach To Writing. Over the past two decades, the focus of instruction has shifted from the written product to the writing process. Now, students are more likely to study what writers think about and the decisions they make, rather than evaluate completed works.

Process Approach. Research on writing over the past 20 years supports the contention that writing is a problem-solving process that involves designing, planning, organizing, structuring, and revising.

During this process the following classroom techniques, among many others, have been found to be useful to young writers.

- Show students that writing is a process through which a writer's ideas develop, rather than being fully formed in advance.
- Emphasize multiple drafts.
- Ask students to plan and revise those drafts.
- Use journals and learning logs.
- Postpone editing until the final draft.
- Provide multiple audiences through peer response groups and the publishing of student work.
- Pair students with different strengths and weaknesses so that peer tutoring can take place. Do not place students in ability groups or "tracks" for writing instruction.

- Adopt the processes used by expert writers (keep writing journals to record feelings, ideas, thoughts, and experiences; experiment with numerous, divergent styles of writing).

Mathematics

Mathematics is the study of pattern and order. It deals with data, measurements, and observations from science, with inference, deduction, and proof; and with mathematical models of natural phenomena, of human behavior, and of social systems. Although it has long been recognized that a grasp of mathematics is essential for pursuing the study of science, the understanding of mathematics is necessary for everyone, given the importance of problem solving and creative reasoning in a variety of fields--not to mention the constant media barrage of opinion polls, lottery commercials, charts, tables, and graphs that Americans are exposed to, all of which require mathematical knowledge to decipher.

Emphasizing Concepts

In mathematics, opportunity to learn is key. In contrast to other countries, students in the United States are often exposed to a repetitious, slow-moving curriculum. Elementary schools overemphasize arithmetic skills. Most topics receive only brief coverage, yet the same areas are covered over again year after year, with a steady decrease in new content up to eight grade. Little time is spent on problems, on conceptual understanding, or applications. Although research shows that even very young children learn best if facts, skills concepts, and applications are intertwined, mathematics has long been dominated by the notion that so-called lower-level learning, such as arithmetic computation, must precede so-called higher-level learning in strict linear fashion. As a result, children are denied access to real-world problems and to interesting topics and concepts, while they are drilled over and over in an effort to develop their rote mastery of computational skills. No other subject is taught this way. We will use new methods.

We propose significant changes in what is taught in mathematics classes and in how to evaluate classroom learning. Mathematics should be taught in such a way that everyone can acquire the mathematical power that is essential in a technological society. Mathematics should be seen as something one does -- solve problems, communicate, reason--rather than a set of rules; that the mathematics curriculum for all students should include a broad range of content in a variety of contexts; that learning mathematics is an active, constructive process; and that

instruction should be based on real problems. All students should study important mathematical concepts in geometry, algebra, probability, and statistics, beginning in the earliest grades.

Focusing on Problem Solving

We will include increased emphases on problem solving, but not in the sense of assigning a greater number of the sort of word problems typically found in textbooks. These usually feature a page of identical problems, in which only the quantities change: "Bill has three marbles; if he gives one to Betty, how many does he have left?" "Susie has five cookies; if she gives two to George, how many does she have left?" These problems are not real; they are simply disguises for number sentences. Students soon learn that to solve problems in mathematics, they should ignore the words and instead figure out which operation is being used. Rather than providing new insights or encouraging students to think, these problems are simply another form of drill.

The type of problem solving that we envision is something closer to what is found in the typical Asian classroom. A comparison of Asian and American classrooms, found that Asian teachers are more likely to use concrete objects and real-world problems to encourage students to connect mathematical operations with meaningful experiences. **An entire class period may be devoted to discussing one or two problems**, which are designed to move students from a concrete situation, such as figuring out which one of six containers holds the most water, to an understanding of abstract representations of mathematical ideas, such as a graph showing the results of the water problem. Arithmetical calculations are incorporated into problem solving as they arise naturally, which provides students with a context for understanding the purpose of these operations.

Employing Varied Instructional Techniques

Even in the upper grades, instruction in mathematics almost exclusively employs teacher talk and individual "seat work", with few materials used other than pencil, paper and textbook with heavy reliance on worksheets and textbooks, with little use of hands-on materials, calculators or computers, and with innovative techniques such as independent projects being employed only rarely.

Moreover, students who are tracked into low-ability classes are more likely than others to be given worksheets; in low-ability classes, teachers are more likely to concentrate on basic computation at the expense of other topics--so that the very students who would undoubtedly

benefit most from innovative instruction and interesting curriculum are the least likely to receive them.

We advocate that classrooms should function as mathematical communities rather than as mere collections of individuals working in isolation from one another; that mathematics teaching should stress conjecturing, inventing, and problem solving over mechanistic answer finding, and that it should move away from memorizing and toward mathematical reasoning. Rather than treating mathematics as a body of isolated concepts and procedures, teachers should work to connect mathematical ideas and applications. Examples of innovative techniques include the use of hands-on materials, small group and whole-class cooperative problem solving, and individual and group projects.

Emphasizing Active Learning

Research has found that, far from being passive, empty vessels who arrive at school ready to have information poured into them, children actively construct knowledge for themselves through interaction with their culture and environment. They invent a great deal of their own mathematics through a broad array of naturally occurring, everyday experiences. Research also shows that the current mathematics curriculum fails to capitalize on the rich informal mathematics knowledge and understanding that children bring to instruction, and that school mathematics often seems divorced from such familiar activities. For example, even very young children know the difference between one cookie and more than one, and they know that if you take one of their cookies away they will have fewer than they did before. Researchers have shown that young children who know how to count can use their knowledge to solve arithmetic problems that would ordinarily be considered too advanced for them.

If instruction can build on the knowledge and abilities that children already possess, children will find that mathematics makes sense — that it has to do with what they know about how the world works, not with arbitrary rules and formulas that they must accept as true because the teacher or the textbook says so. And, equally important, instruction that makes use of children's informal mathematics knowledge will help them learn to trust their own abilities and to see mathematics as something they can do.

Ensuring Equity

All American students are hampered by the prevailing notion that success in mathematics depends on some mysterious, and rare, innate ability — as if doing well in mathematics were the scholastic equivalent of running of a four-minute mile or composing a symphony. Whereas many Asian parents see success in mathematics as dependent on effort, and thus expect and encourage their children to succeed through hard work, American families are more likely to excuse their children as lacking the magic inner talent — and to discourage them from trying harder, because they are not "good at math".

But women of all races and backgrounds, minority men, particularly blacks, Hispanics, and Native Americans, and students with disabilities bear an even heavier burden. They often find themselves actively or subtly discouraged from achieving success in mathematics by families, classmates, teachers, and society at large — all telling them that mathematics is unfeminine and "too hard", especially for nonwhites. Add to this the practice of tracking black, Hispanic, and Native Americans students into lower-level mathematics courses with endless repetition of content and boring instructional methods, and it should be no surprise that expectations for poor performance can become self-fulfilling prophecies.

For example, parents who think that boys are naturally better at mathematics than girls tend to have distorted views of their children's ability, thinking that their daughters have lower mathematics ability, and their sons have higher, than objective measures indicate. Parents who believe that girls and boys are equally capable have a more accurate view of their children's abilities. And children's assessment of their own ability reflects that of their parents.

Along with improving the quality of instruction that all students receive, mathematics education reform must ensure that female and male students of all races and backgrounds, with and without disabilities, receive continuing and unambiguous messages that success in mathematics is not only possible for all, but expected. Whether it be through efforts such as mentor programs, parent involvement projects, and in-class study of how adults from a variety of backgrounds use mathematics on the job, or through direct encouragement and support from teachers and parents, students must be taught that they can succeed in math.

Science

Science is a particular way of looking at the world, of envisioning it as understandable and predictable. Science is about investigating the world's mysteries through disciplined, objective inquiry as part of a community of other curious men and women. It is also about finding ways to apply what is learned through the inquiry in order to improve human life. We are increasingly dependent on science to promote our economic well-being as well as to find solutions to our most pressing problems — everything from AIDS to environmental degradation. Unfortunately, American education usually approaches science as if it were just a collection of isolated information, facts, terms, and procedures to be memorized and repeated, with no relevance to everyday life.

Problems with curriculum and instruction are reflected in the performance of U.S. students on national and international achievement tests. The National Assessment of Educational Progress (NAEP) has reported the following findings:

- The performance of American 17-year-olds in science is "well below" that of their predecessors nearly 20 years ago.
- More than half of our 17-year-olds are inadequately prepared in science "for informed participation in the nation's civic affairs".

International achievement comparisons have been no more encouraging. In a study of science achievement by the International Association for the Evaluation of Educational Achievement (1988), U.S. students ranked at or near the bottom of the countries included in the study in all science subjects tested. In the International Assessment of Educational Progress study, U.S. students ranked near the bottom in comparison to the four foreign countries and five Canadian provinces included.

Reforming Science Education

The recent awareness of the need to reform science education has its precursor in the Sputnik-inspired panic of the late 1950s which launched the previous wave of reform. Major science curriculum projects, most of which were supported by the National Science Foundation (NSF), brought current scientific information to the school curriculum. Their emphasis was on

scientific accuracy and hands-on science. Another significant innovation, also supported by NSF, were the teacher institutes. These summer or academic-year programs were conducted by university scientists for teachers to provide them an opportunity to upgrade their knowledge of science; some were directly tied to individual curriculum innovations. Today, several major reform efforts are under way in science.

Starting Science Early

The overriding problem in elementary science education is time. Science is rarely taught in elementary schools, and when it is, it gets short shrift. In grades K-3, only 18 minutes per day, on average, are spent on science; in grades 4-6 the average is 29 minutes. Even in the middle grades, half of the teachers report spending only three hours or less per week on science.

Concentrating on Major Concepts

Reformers are calling for textbooks and curricula that present the major concepts of science coherently, rather than getting bogged down in the minutiae of terminology and peripheral details. One effort to develop a broad vision of what science education should address was begun in 1985 by the American Association for the Advancement of Science (AAAS 1989). Called Project 2061, for the next year that Halley's comet will be in the vicinity of Earth, it is an attempt to identify the fundamental concepts of science and mathematics that all American students should know. It is purposely long range and cross-disciplinary, to counteract the prevailing practice of trying to cover as many topics as possible at the expense of substantial, in-depth learning.

The first phase of the project was the identification by scientists of the fundamental principles to be learned. Results of the first phase were published in Science for All Americans. The second phase is the development of curriculum models by schools, with guidance from science educators. The third phase will involve wide-scale implementation in the schools and identification of other concerns, such as teacher education, that must be addressed if Project 2061 is to succeed.

Emphasizing Hands-on Approaches and Laboratory Work

The nature of instruction has been a matter of concern at all educational levels. There is little laboratory instruction or other hands-on activity, and the availability of science laboratories

has decreased since 1986. Instruction is dominated by the classroom lecture and textbook, and those textbooks focus too much on terms and definitions to be memorized at the expense of broader concepts or the all-important goal of learning to think and reason scientifically. Science education should teach a student to approach the world as a scientist, not to become a whiz at science trivia.

Part of the problem with the dismal state of science instruction is inadequate teacher preparation in science and the number of teachers who are teaching outside of their primary area of expertise. A recent study by the Council of Chief State School Officers (Blank and Dalkilic 1991) found that only 44 percent of elementary teachers and 22 percent of middle school teachers have taken the courses called for by the NSTA. Teachers who lack a strong background in science will be more likely to rely on textbooks and less likely to be confident in exploring new instructional approaches, such as developing their own hands-on lessons. Increased efforts are needed to provide teacher in-service experiences that improve not only participants' grasp of science concepts but also their confidence in conducting their own scientific explorations with students.

Reinventing the Learning Process

Reform of science instruction however, involves more than just greater emphases on hands-on activities. Educators now recognize that students are not empty vessels or clean slates who arrive in the classroom ready to passively accept whatever information the teacher provides. Even very young children have already developed ideas about how the world works, based on their everyday experiences and observations. Any information they are presented with in science class will be judged against what they already know, and incorporated into their existing understanding in ways that make sense to them. Unfortunately, some of the ideas students have developed for themselves may conflict with the findings of science. (To take a simple example: it is "obvious" that the sun revolves around the earth, because we can see it rise in the morning, move across the sky, and set at night.) Merely telling students about these findings will usually not change their ideas, even though they may parrot the information correctly on tests.

Instead, science instruction must take advantage of the fact that children are active learners who construct knowledge for themselves. Science lessons must encourage students to explore the world and to make sense out of what they discover. Lessons must have carefully planned sequences of observations and experiments to be conducted over a long enough period of time

so that students can gradually incorporate what they find out, testing their preconceived ideas and developing new ways of understanding the world.

Again, reforming science education presents a challenge to teachers. Some will find it uncomfortable to give up the role of authoritative conveyor of knowledge in favor of a new role as facilitator of active learning. The old instruction method approaches scientific knowledge as if it were a quantity of stuff to be conveyed, unchanged, from the textbook or lecture into students' brains. The new method sees scientific knowledge as the outcome of an active, creative process that teachers and students conduct together as they explore the world — which is much closer to the collegial, experiment-based enterprise in which scientists actually engage.

Ensuring Equity

Women of all races and backgrounds, minority men particularly blacks, Hispanics, and Native Americans, and students with disabilities face many obstacles to success in the sciences. Some of these obstacles are the messages generated by families, classmates, teachers and society at large that science is a restricted field. White females and male and female minority students who are subtly or overtly told that science is unfeminine "too hard" for all but a few "geniuses" (or weirdos), and closed to nonwhites, will be less likely to pursue advanced coursework. Parents' and teachers' expectations that minority and majority females and minority males will not perform well in science courses, particularly in chemistry and physics, can become self-fulfilling prophecies. And the concentration of minority students in lower track and remedial courses and in deteriorating urban schools contributes to patterns of poor performance, particularly when low expectations are combined with uninspiring curricula and ineffective instructional methods.

History

During the past several years a series of critical books and commission reports have argued for improving the study of history in our schools. These documents propose that history be placed at the center of our children's education in social studies and citizenship. They argue for more history in the schools presented with greater depth, liveliness, and rigor,

The recent books and reports advocating strengthening history in the schools rest on two conclusions: students know too little of American or world history, and students study too little history of any kind.

Students Know Too Little of American or World History

Recent reports have delineated what students know about history. The 1986 National Assessment of Educational Progress (NAEP) assessment of U.S. history and literature knowledge of 17-year-olds concluded that the students' overall performance was extremely weak. The typical student scored in the 50th percentile range on the history assessment and top quartile students averaged in the 70th to 79th percentile.

For example, two thirds of all students could not place the Civil War in the correct half-century. Even among the top quartile students, three of ten could not place the Civil War in the proper half-century. Authors of a report on the results of this assessment contend that it is impossible to understand American history at all if one lacks any idea of when the Civil War occurred. It is not only the single most traumatic and decisive domestic event since the thirteen colonies won their independence from Britain; it is also the anchoring event of the nineteenth century, the climactic conflict to which other major events led and from which many others results.

The 1988 NAEP assessment of U.S. history knowledge of 4th, 8th and 12th-grade students in 1988 concluded that "across the grades, most students have a limited grasp of U.S. history". More than half (54 percent) of the 12th-grade students, and 87 percent of 8th-graders, did not understand basic historical terms and relationships, e.g., that soldiers fighting for the South in the Civil War were called Confederates.

Students Do Not Study Enough History

Students know little of American or world history or Western civilization because they study little of it in school, and what they do study is not effectively learned. The Bradley Commission (1988) was established in reaction to the growing public awareness that history, like other core academic subjects, had declined in quality and quantity in the schools.

The Bradley Commission historians noted, "History is typically a forgotten subject in the elementary schools where an 'expanding environments' approach assumes that preadolescents cannot understand historical concepts" but should instead be limited to virtually content-free curriculum of studying first themselves, then the family, neighborhood, and community. History reformers have challenged the expanding environments approach installed by professional educators in the 1920s and 1930s, and by now a virtual national curriculum, as lacking any

cognitive or developmental research or theory base. Scholars of childhood development have criticized the expanding environments approach as being vapid and boring, and limiting the intellectual growth of children. By contrast, these and other scholars, specifically propose history and literature as developmentally appropriate studies for the young child.

Why Study More History?

The philosopher Philip Phenix at Teachers College, Columbia University, wrote that "history and literature are essentially concertizing presentations of human experience and are therefore best suited as a basis for social studies". Phenix said that the virtues of history for children are its ability to provide vicariously "a sense of personal involvement in exemplary lives and significant events, and to supply an appreciation of values and vision of greatness, all this within the context of moving narrative and dramatic appeal". This is just what the elite private schools do.

The Need to Study the History of Western Civilization: Our Own Tradition and Common Culture

It should be obvious to an objective observer that what Americans "have in common and what brings them together is a system of laws and beliefs that shaped the establishment of the country, a system developed within the context of Western Civilization.

Constitutional government and democracy are not natural blessings; they are uncommon today and have been rare in history. They are the product of some peculiar developments in the history of Western civilization, the they need to be understood by all our citizens if our way of governing ourselves is to continue and flourish.

What is most remarkable and essential about the Western tradition is the ways it has departed from other experience. "More than any other it has asserted the claims of the individual against those of the state, limiting its power and creating a realm of privacy into which it cannot penetrate".

The Need to Study Other Cultural Traditions to Understand Our Own

Students need to have enough knowledge of our own cultural tradition to know how it got to be the way it is. In the United States the dominant tradition is the European tradition. The

United States is, after all, a product of the European Enlightenment. But you do not understand your own tradition if you do not see it in relation to others. Other cultural traditions need to be studied as well.

It is both right and necessary to place Western civilization ... at the center of our studies. But students also should learn about other major nations and cultures to be well informed about the world we live in. The study of other cultures is also intrinsically interesting. Examining other cultures reveals the variety of life in the world and helps students develop a more cosmopolitan outlook.

How Much History Is Needed?

The Bradley Commission's 1988 report recommended that in the early school years (K-6) the social studies curriculum should be history centered. The commission outlined three patterns, or alternative course sequences, that moved from the expanding environments approach to a curriculum with a historical dimension, infusing it with historical, literary and biographical content.

What History to Teach

Content, Concepts, and Skills. Does a mastery of the content material of historical study exclude the development of higher order thinking skills? Most reformers and history professionals consider the juxtaposition of content (or facts) versus thinking (and concepts) as a false dichotomy. They contend that an understanding and explication of historical content requires higher-order thinking. Moreover, background knowledge is essential for the higher-order thinking required to grasp the complexity of historical causation and to appreciate the often tentative nature of judgments about the past. Good history requires the assimilation of knowledge of essential content, higher-order thinking, and sophisticated conceptual understanding.

Most history class time is occupied by listening to the teacher, using the textbook, or taking a test. They recommend that the study of history be enlivened by the frequent use of narratives, journals, stories, biographies and autobiographies. Students, they believe, need to understand that history is not just a social, economic, and political unfolding of impersonal forces but also the decisions, beliefs, actions and struggles of people who shaped the world.

Emphasis on the Role of Individuals in History. There is a renewed interest in the role of individuals in history. Stressing the human dimension, history reformers recommend calling attention to the accomplishments and struggles of individual men and women, and the ways in which their lives have shaped events. They contend that reading biographies often stirs students' imagination and heightens their interest in history.

At the same time, we will emphasize the significance of individual will (for good or ill) in historical events (e.g., the actions of Churchill, Hitler and Stalin in the 20th century). Furthermore, it is argued that democratic societies, in particular, should recognize and study the influence of individuals because the well-being of democracies depends on responsible citizen participation.

It is unfortunate that narrative history has been out of favor in the past generation, because history as a tale well told is both an honorable tradition and a powerful teaching tool. Many of the great historians have achieved renown because of their power as storytellers, their ability to write absorbing accounts that are as exciting as fiction. Even young people who genuinely like the study of history have been wrongly persuaded that a thrilling story can't possibly be history.

Narration and Chronology in History. Just as chronological history was derided by social studies educators, so was the narrative approach to history. These factions failed to comprehend that chronology (and narration) are basic organizing concepts in the study of history, in that they help make sense of events in the past and the relationships among them.

Those who do not know the sequence of events cannot understand relationships among them, cannot imagine how one affected the other, nor speculate about causes and effects. Without knowledge of chronology, everything that happened in the past becomes truly puzzling, because there is no way of spotting patterns, sorting our sequences, or seeing connections. Without a secure sense of chronology, all that remains of history is a stew of facts and meaningless concepts.

Geography

The study of geography was considered an integral part of American education during the 18th and 19th centuries. During the past 50 years, however, geography's status as a distinct and

core subject in the school curriculum became buried within the broader framework of the social studies.

The first intensive effort to reform and revive geography instruction came with the post-Sputnik era in 1962 when the National Science Foundation (NSF) funded the High School Geography Project (HSGP) through the Association of American Geographers. HSGP aimed to replace the old rote memorization methods with analysis and inquiry. Unfortunately, few teachers had the geographic training necessary to use the HSGP materials effectively, and the old teaching methods persisted.

Despite further funding attempts by NSF and others to familiarize teachers with HSGP, those innovations failed to restore geography to America's curriculum. By the mid-1970s, only 9 percent of students in grades 7-12 were enrolled in geography courses — an all-time low.

The Resulting Decline of Knowledge

With the release of A Nation at Risk (1983) came a flood of reports revealing how little American students know about geography. A survey of North Carolina college students showed that student knowledge of geography had decreased significantly during the previous 30 years. For example, in 1950, 77.5 percent of students surveyed were able to name the country drained by the Amazon River; in 1983, only 27 percent of students surveyed knew the answer (Brazil).

In a 1988 Gallup survey of the geographic knowledge of adults in nine countries — Britain, Canada, France, Italy, Japan, Mexico, Sweden, the United States, and West Germany — the United States ranked seventh overall, and last among 18-to-24-year-olds. The survey, sponsored by the National Geographic Society, confirmed the concerns for education expressed in A Nation At Risk. The Gallup survey summarized its findings:

The United States seems to be heading in the wrong direction all by itself. The U.S. is the only country in which the youngest respondents (ages 18 to 24) did not surpass the oldest group tested (ages 55 and over).

In autumn 1989, Rand McNally sponsored a survey of elementary and secondary geography and social studies teachers. About three-quarters of the 852 who responded thought that their colleagues had inadequate training in geography and did not teach it well.

Finally, the National Assessment of Educational Progress (NAEP) assessed the geographic knowledge of 3,000 high school seniors in a nationwide sample of 300 schools during the 1987-88 school year. The results of the survey confirmed a disturbing geographic incompetence among U.S. students. According to the report:

Most students did not demonstrate an understanding of the basic concepts of physical and cultural geography, and many did not correctly identify the locations of major countries, cities, and landmarks. Further, many of the students did not seem to understand that maps can be used to derive all kinds of information about the world, rather than simply to find places.

Although the NAEP report revealed that few of its survey respondents had taken a high school course in geography, most had been exposed to some geography content in their history and science courses. Students whose American history courses included substantial treatment of geography performed better than others in this assessment.

Guidelines for Reform

In 1984, the year after A Nation at Risk, two leading groups of geographers — the Association of American Geographers (AAG), and the National Council for Geographic Education (NCGE) — formed the Joint Committee on Geographic Education to develop a new framework for the study and teaching of geography. That framework, Guidelines for Geographic Education: Elementary and Secondary Schools, was considered revolutionary, and it added geography to the education reform agenda. Guidelines has also been endorsed by the American Geographical Society, and the National Geographic Society.

Guidelines established five fundamental themes for instruction in geography which we will use:

1. **Location:** To know the absolute location of a place is only part of the story. It is also important to know where a place is in relation to other places, and to know the various forms of communication and transportation used to interact with people in other places.
2. **Place:** Geographers describe places by their physical and human characteristics. Physical characteristics include such elements as land forms, bodies of water, climate.

soils, natural vegetation, and animal life. Human characteristics of the landscape can be noted in architecture, patterns of livelihood, land use and ownership, town planning, and communication and transportation networks. Languages, as well as religious and political ideologies, also help shape the character of a place. Studied together, the physical and human characteristics of places provide clues to help students understand the nature of places on the earth.

3. **Relationships Within Places (Human and Environment):** In studying interactions between people and their environment, geographers look at all the effects — positive and negative — that occur when people interact with their surroundings. A human act such as damming a river to prevent flooding or to provide irrigation requires consideration of the potential consequences. Studying the consequences of human-environment interactions helps people plan and manage the environment.
4. **Movement (Relationships Between Places):** Students should be able to recognize where resources are located, who needs them, and how they are transported over the earth's surface. The theme of movement helps students understand how they themselves are connected with, and dependent on, other regions, cultures and people in the world.
5. **Regions:** A basic unit of geographic study is the region, an area on the earth's surface that is defined by certain unifying characteristics. The unifying characteristics may be physical or human.

School Calendar/Hours of Operation

It is planned that school will be in session approximately 185 days per year.

Hours Of Operation: 8:30 am to 3:00 p.m.

11. STUDENT PERFORMANCE

This section provides background and details on plans for student performance including:

- student performance assessment,
- remediation for underperforming students, and
- skills development measurement/evaluation.

Student Performance Assessment/Skills Measurement

Underlying our methods of assessment is our philosophy that the assessment process itself should not determine what is to be taught and learned. The assessment should be the servant, not the master of the curriculum. It should, however, be an integral part of the education process; continually providing feedback. As a result, it should be systematically incorporated into teaching strategies.

The assessment system we will use will:

- give direct information about student performance in relation to school objectives,
- provide results which form a basis for decisions about student learning needs, and
- provide grades or scales capable of comparison across classes and schools.

A well formulated plan for assessing student progress is essential in realizing the goals of the Charter School. Assessment is ongoing and measures performance in every area. The Charter School uses three different and equally weighted types of assessment.

1. Secure Assessments:

- Administered individually under controlled conditions.
- Designed to assess specific content knowledge or skills.
- Match content outcomes.
- Provides benchmarks for the school's effectiveness.
- Include but are not limited to standardized tests.

2. Portfolio

- Involves student choice of best work.

- Includes the student's self-evaluation.
- Matches content and learner outcomes.
- Analysis of the portfolio by outsiders gives an indication of the development of student's habits.

3. Exhibitions

- Involves the student in a presentation and defense before an audience.
- Involves mastering an exhibition of recognizably high standard and unquestionable value.
- Present the faculty with a basis for deciding how to design and apportion the resources of the school.
- Provide a basis for accountability, especially to the student but also to the teachers, to parents, and to the public.

Ninety percent of the students will perform at or above grade level in all content areas utilizing the School District's standardized testing program. Ongoing internal audits of student performance will be used as reflective tools for the refinement and improvement of curriculum and instruction.

Remediation for Underperforming Students

Many teachers find it difficult to provide for children who do not perform as well as other students. This often happens because their training did little to prepare them for this kind of problem. However, we do not believe that there is anything mysterious about the skills needed. The necessary skills will be taught to all teachers. The approach involves:

1. Studying students as individuals with interests and a preferred style of working and making a careful diagnosis of the nature of their problems.
2. Devise a program for each child to meet the needs revealed by the diagnosis.
3. Breaking down the necessary learning into steps which are small enough for the child.
4. Enabling each child to see his/her progress and reinforce learning.

5. Providing genuine opportunities for these children to contribute to the work of the class.
6. Gaining the cooperation of each child's family and work with the parents to help them find ways of helping their child.
7. Keep careful records of student progress.

Many school officials have come to think that children with any semblance of learning difficulties need to be segregated into separate classes with special teachers. We think the approach is wrong. In most cases (except for instances where severe learning difficulties are apparent) we believe that most children have the capability to learn basic skills and that it is the teachers job to teach them. If the student does not learn it is not the fault of the student — but the fault of the teachers and the school.

12. SCHOOL EVALUATION

This section provides details about how we will evaluate school progress in meeting its mission/objectives and how the school will establish regular dialogue with parents and the community.

School Evaluation

The staff will undertake a complete and detailed annual management audit. The purpose of the audit will be to appraise the academic, financial and administrative operations of the school. Besides monitoring typical activities such as student performance we will include evaluation of:

- Extent of parent involvement,
- Student drop out rates,
- Non-promotion rates,
- Gains in outcomes over previous years vs. other schools,
- Extent of enhanced student citizenship/communication skills,
- Our ability to educate students with special needs,

- Our ability to deal effectively with different learning rates of students,
- Our ability to reduce truancy rates, and
- Our ability to create positive disciplinary programs.

These measures are too often forgotten, yet they are critical to the success of any school.

Regular Dialogue With Parents/Community

In order to promote an open and ongoing dialog with parents and the community we will sponsor a regular series of conferences, town meetings, and discussion groups.

The purpose of these meetings will be to:

- solve specific operating problems,
- keep parents and the community informed about school programs and progress, and
- discuss new ideas for improving operations.

The frequency and duration of the meetings will be determined once operations are under way.

13. HUMAN RESOURCES INFORMATION

This section provides details about planned human resources management practices including staff selection/standards, staff evaluation, and other employment information.

Staff Selection

Teaching staff will largely be recruited from within the ranks of local teachers. The goal will be to select only the best teachers from among this pool. Applicants will be asked to prove their competence by submitting evidence of their capabilities in the form of:

- Education and credentials,
- Previous employment evaluations,
- Personnel and business references which will be checked thoroughly,

- Reviewing their teaching methods and materials/equipment used,
- Their ability to demonstrate how they have dealt with problem students,
- How they respond to our "school mission", and
- Their ability to demonstrate their teaching excellence in a "demonstration/evaluation".

We believe that our teachers will be the key to our success. They must be fully vested in our mission, they must **enjoy** teaching, they must have excellent academic credentials, and they must be compatible with other staff.

Staff Evaluation

Teachers and administrators alike will be evaluated on their commitment to the school mission. This will be measured in terms of overall progress of the school and specific classes. This will include specific evaluation of:

- their ability to involve parents,
- reducing dropout/non-promotion rates,
- gains in involving students with special needs, and
- a variety of other objective measures.

Teachers and staff will be informally evaluated on an ongoing basis. On a formal basis they will be evaluated on a bi-annual basis (in January and in June).

Staff Standards/Certification/Credentials

As far as credentials, we will ask that candidates have local teaching certifications or certifications from other states with acceptable certification processes. However, we will entertain hiring persons without teaching certifications provided that they display superior qualifications and academic background — and are willing to make the effort to learn and subscribe to our educational curriculum and mission.

The teacher training curriculum recognizes the need to train our teachers to work specifically with our target students. The content stresses specific skills they must have to work with youth who have different education needs. The goal of this training is to prepare educators/other staff to: (1) understand the value of inclusive education for children from diverse cultural heritages, life styles/values; (2) communicate effectively with team members, youth.

parents and the community; (3) practice ethical and professional standards of conduct; (4) participate effectively in different phases of the instructional process; (5) assist youth with disabilities to build self-esteem and interpersonal skills that will help them avoid isolation; and (6) a thorough immersion in investigating new/improved curricula/teaching methods.

Employment Information

Employee salaries, contracts, terms of employment and benefits will be competitive and in accordance with any requirements mandated by EOE, if any.

Staff Evaluation Plan

Teachers and administrators alike will be evaluated on their commitment to the school mission. This will be measured in terms of overall progress of the school and specific classes. This will include specific evaluation of:

- their ability to involve parents,
- reducing dropout/non-promotion rates,
- gains in involving students with special needs, and
- a variety of other objective measures.

Teachers and staff will be informally evaluated on an ongoing basis. On a formal basis they will be evaluated on a bi-annual basis (in January and in June).

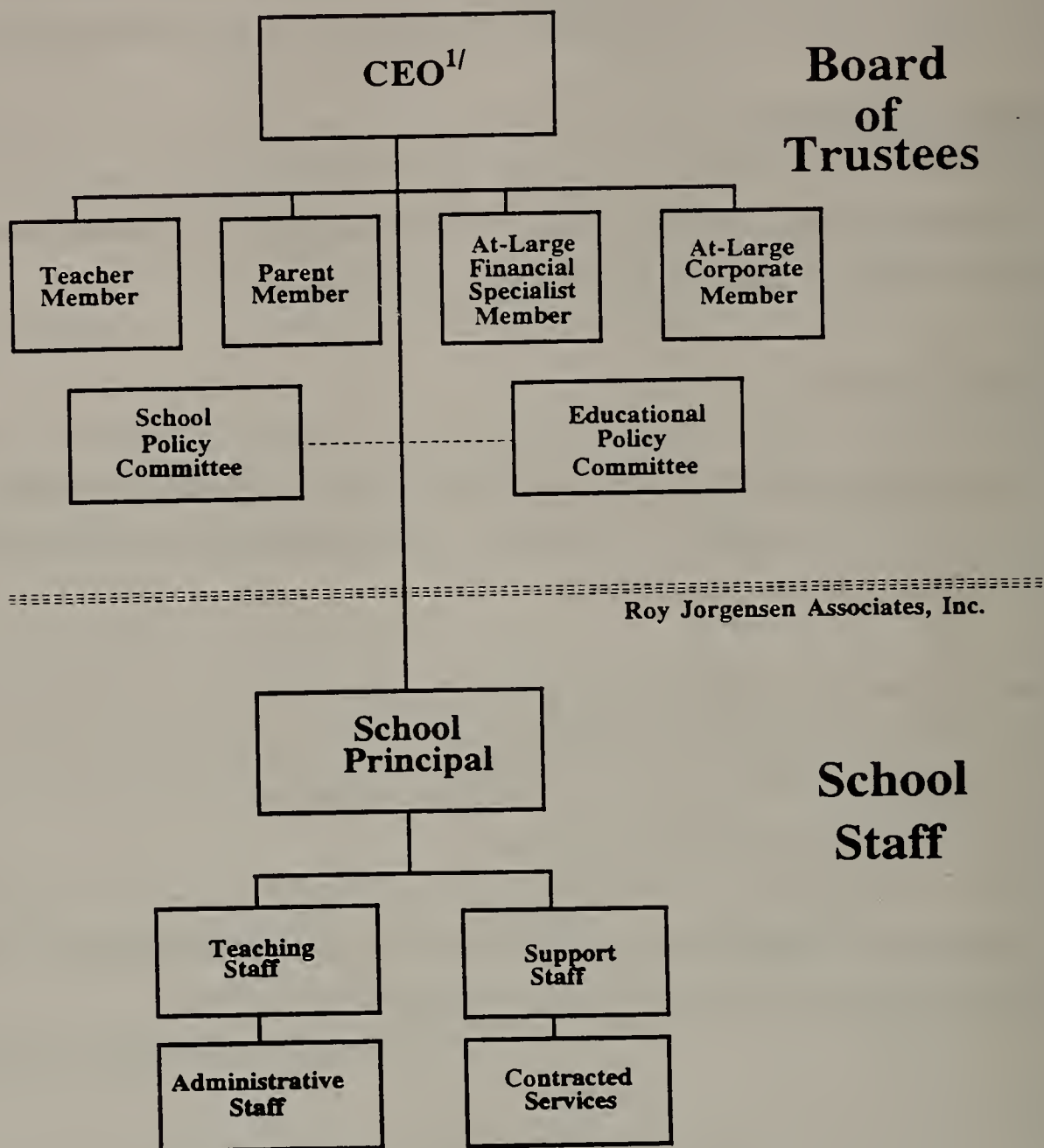
14. SCHOOL GOVERNANCE

This section provides details of school governance including internal management, Board of Trustees, parental/student involvement in decision-making and community involvement.

Internal Management/Board of Trustees

The proposed school organization, outlined in the chart on page 93 summarizes the proposed internal management and relationships.

School Organization



^{1/} Educational and school operations specialist.

The governing body of the Roxbury Charter School shall consist of an appointed Board of Trustees. The Board of Trustees shall serve according to the conditions of the Charter. The Board of Trustees shall consist of the CEO, a teacher from the Charter School, a parent with children in the School, one at-large financial member, and one at-large corporate member, all of whom shall serve in an advisory capacity. Appointments, made by the CEO, will be made at an annual meeting in August, with a Board term of five years.

The purpose of the Board is to advise in the setting of financial and educational policies that assure the successful education of the students. The Board CEO will appoint several "ad hoc" committees:

- **the Educational Policy Committee** — whose function is to assist in the development of policies regarding educational philosophy and oversee assessment and accountability to ensure that the Charter School's student performance standards are met or exceeded; and
- **the School Policy Committee** — whose function it is to assist in the development of administrative policy, staff-personnel policy, student policy business policy, non-instructional services policy, and public relations policy.

The Charter School shall comply with all of the laws, rules and regulations covering health, safety, and civil rights adopted as policy by the school district in which it is located. The Charter school through its contracted management company (Roy Jorgensen Associates, Inc.) may negotiate and contract with the school district or the state for such items as the use of a school building or classrooms, transportation and other services.

The management and operation of the school will be contracted to Roy Jorgensen Associates, Inc. Jorgensen's Contract Manager will supervise all aspects of the management contract.

Board Roles/Responsibilities/Relationships

The operations of the school will involve a close, collaborative relationship between operational staff and the Board of Trustees. In addition to frequent formal review sessions, it is expected that:

- Board members and school officials will be actively involved in reviewing, participating in, and directing other aspects of school operation; and
- The CEO and School Principal will keep Board members fully informed of all key school activities, including:
 - Forwarding copies of reports, plans and other planning documents on a timely basis, and
 - Providing frequent verbal reports on all program components about which they have expressed an interest.

The Board of Trustees will actively interact with teachers, administrators, students and families in periodic conferences and town meetings.

Student/Parent Participation in Decision-Making

Parents will also be actively involved in decision-making on key educational and operational matters. Parents and students are our primary clients. Their involvement will be accomplished through participation in frequent meetings, conferences, and discussion groups. Also, a parent with students in the Charter school is to be a member of the Board.

Community Involvement in School Activities

Key members of the community will be invited to attend and participate in Board meetings. Also, at-large corporate and financial specialists to be members of the Board of Trustees.

15. BUILDING OPTIONS

A 127,000 square foot building located at 174 Ipswich Street in the Fenway Section of Boston, is available as a primary site option for the proposed Roxbury Charter School. The facility, fit-out for school use currently, was formerly leased to Boston Latin Academy. Discussions are underway with the Division of Capital Planning and Operations (DCPO) for use

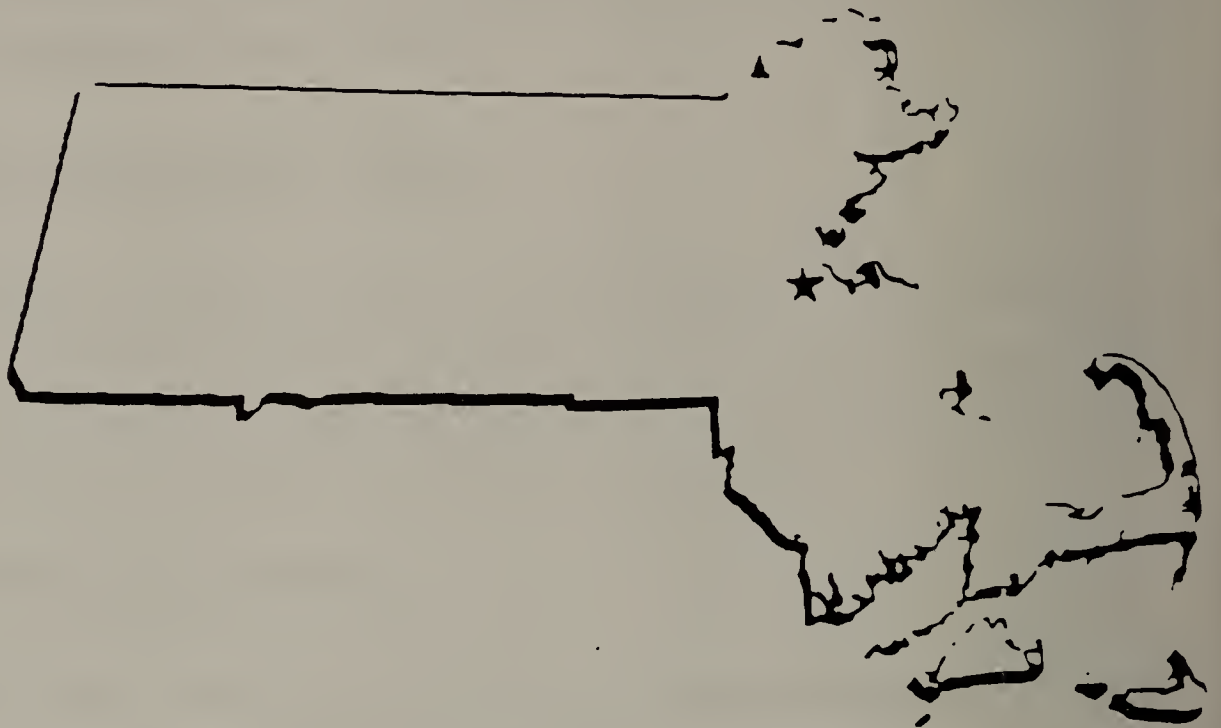
of the facility (or portions thereof) if the School Charter is approved for the Roxbury Charter School.

A site plan and other details are contained on the following pages. Other site options are also available should the above site not be eventually available.

174 Ipswich Street

This 127,000 square foot, three story building in the Fenway section of Boston presents a series of attractive redevelopment alternatives.

Originally constructed as a 300 car garage, the building is also suitable for educational use and is fit-out for school use currently. Conversion for research or medical offices, retail, or residential use is also possible. This section of the Fenway continues to experience strong investment even during the overall market slowdown, with the recent conversion of the adjacent Merchant's Tire building at 1295 Boylston into medical office space and the construction of medical research space at 99 Brookline Avenue for Beth Israel.



174 Ipswich Street

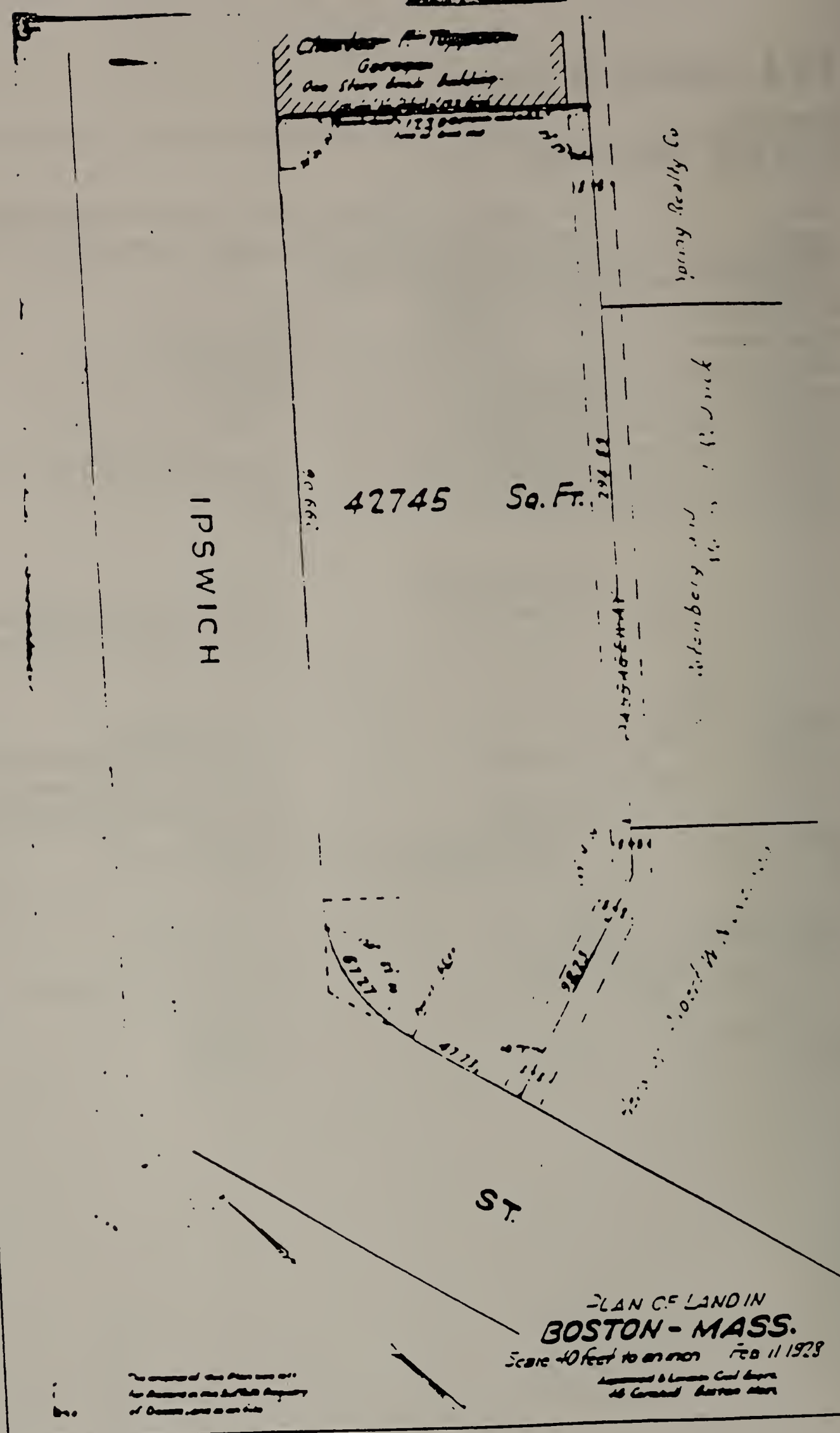
Boston, MA

Access: North of Boylston St. adjacent to Fenway Park, near Kenmore Square
Context: mixed commercial uses in similar structures, some medical, Fenway Park
Most Recent Use: leased to Boston Latin Academy
Zoning: B-2, Business Zone

Site	42,745 gsf
Developed	39,962 gsf
Undeveloped	2,783 gsf
Natural Features:	
Topography	site is level and at grade with street
Wetlands	n/a
Soils	tbd
Buildable area (acres):	39,962 gsf
Hazardous Waste:	underground tanks have been decommissioned plans for clean-up of oil leaks underway

Building	127,000 gsf
Main Building	3 story with partial basement and partial fourth floor concrete former garage structure
Construction:	reinforced concrete with masonry facade
General Condition:	fair to good

Infrastructure	
Electrical	available
HVAC	new heating system required
Gas	from street
Water	from street
Sewer	from street



174 IPSWICH STREET
BOSTON, MA

APPENDIX A

Financial Statement

Roy Jorgensen Associates, Inc. has the financial capacity to support the development and operation of a successful Charter school. As evidence of our financial capability, a financial statement is attached.

FINANCIAL REPORT

1992

ROY JORGENSEN ASSOCIATES, INC.

CONFIDENTIAL

Reznick Fedder & Silverman

Certified Public Accountants • Business Consultants

A Professional Corporation

4520 East-West Highway • Suite 300 • Bethesda, MD 20814-3319 • (301) 652-9100 • Fax (301) 652-1848

Independent Accountants' Report

Board of Directors

Roy Jorgensen Associates, Inc.

We have reviewed the accompanying consolidated balance sheets of Roy Jorgensen Associates, Inc. and Subsidiaries as of December 31, 1992 and 1991, and the related consolidated statements of operations and retained earnings, and cash flows for the years then ended, in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. All information included in these financial statements is the representation of the management of Roy Jorgensen Associates, Inc. and Subsidiaries.

A review consists principally of inquiries of company personnel and analytical procedures applied to financial data. It is substantially less in scope than an audit in accordance with generally accepted auditing standards, the objective of which is the expression of an opinion regarding the financial statements taken as a whole. Accordingly, we do not express such an opinion.

Based on our reviews, we are not aware of any material modifications that should be made to the accompanying consolidated financial statements in order for them to be in conformity with generally accepted accounting principles.

Reznick Fedder + Silverman

Bethesda, Maryland

February 17, 1993

LIABILITIES

See notes to financial statements

Roy Jorgensen Associates, Inc. and Subsidiaries
CONSOLIDATED STATEMENT OF OPERATIONS AND RETAINED EARNINGS
Years ended December 31, 1992 and 1991
(See independent accountants' report)

	<u>1992</u>	<u>1991</u>
<i>Revenue</i>		
<i>Contract</i>	\$21,403,756	\$19,965,575
<i>Other</i>	<u>321,010</u>	<u>260,332</u>
<i>Total revenues</i>	<u>21,724,766</u>	<u>20,225,907</u>
 <i>Direct costs</i>		
<i>Labor</i>	2,051,511	1,330,556
<i>Other</i>	<u>14,998,435</u>	<u>15,302,824</u>
<i>Total direct costs</i>	<u>17,049,946</u>	<u>16,633,380</u>
 <i>Gross profit</i>	4,674,820	3,592,527
 <i>General and administrative expenses</i>	<u>3,689,695</u>	<u>2,713,683</u>
	<u>985,125</u>	<u>878,844</u>
 <i>Other income (expense)</i>		
<i>Interest income</i>	112,241	140,531
<i>Interest expense</i>	(8,866)	(11,589)
<i>Loss due to decline in value of investment in unconsolidated subsidiaries</i>	-	(273,510)
<i>Gain on sale of property and other income</i>	20,591	17,575
<i>Amortization of intangible assets</i>	<u>(52,810)</u>	<u>-</u>
	<u>71,156</u>	<u>(126,993)</u>
 <i>Income before provision for income taxes</i>	1,056,281	751,851
 <i>Provision for income taxes</i>	<u>402,700</u>	<u>290,700</u>
 <i>NET INCOME</i>	653,581	461,151
 <i>Retained earnings, beginning</i>	<u>3,137,515</u>	<u>2,676,364</u>
 <i>Retained earnings, ending</i>	<u>\$ 3,791,096</u>	<u>\$ 3,137,515</u>

See notes to financial statements

Roy Jorgensen Associates, Inc. and Subsidiary
CONSOLIDATED STATEMENTS OF CASH FLOWS
Year ended December 31, 1992 and 1991
(See independent accountants' report)

	<u>1992</u>	<u>1991</u>
<i>Cash flows from operating activities:</i>		
Cash received from customers	\$24,103,495	\$19,904,451
Cash paid to suppliers and employees	(22,844,687)	(18,711,070)
Interest received	112,242	140,531
Interest paid	(8,866)	(11,589)
Income taxes paid	(677,763)	(582,165)
Cash paid for covenant not to compete	<u>(70,000)</u>	<u>-</u>
Net cash provided by operating activities	<u>614,421</u>	<u>740,158</u>
<i>Cash flows from investing activities:</i>		
Purchases of certificates of deposits	(200,000)	(200,000)
Property and equipment purchases	(92,853)	(69,700)
Property and equipment sales	1,227	145,858
Increase in deposits and other assets	(26,273)	(4,267)
Loss on unconsolidated subsidiary	-	(273,510)
(Increase) Decrease in investments - other companies	(183,244)	18,361
Purchase of Emulus Facilities Management, Inc.	<u>(14,665)</u>	<u>-</u>
Net cash used in investing activities	<u>(515,808)</u>	<u>(383,258)</u>
<i>Cash flows from financing activities:</i>		
Purchase treasury stock	(227,181)	(96,000)
Sale of treasury stock	5,747	7,004
Principal payments on long-term debt	(10,101)	(240,193)
Proceeds from sale of land	<u>29,621</u>	<u>-</u>
Net cash used in financing activities	<u>(201,914)</u>	<u>(329,189)</u>
NET INCREASE (DECREASE) IN CASH	(103,301)	27,711
Cash, beginning	<u>1,554,452</u>	<u>1,526,741</u>
Cash, ending	<u>\$1,451,151</u>	<u>\$1,554,452</u>
Certificates of deposit	<u>\$ 400,000</u>	<u>\$ 200,000</u>

Roy Jorgensen Associates, Inc. and Subsidiary
CONSOLIDATED STATEMENTS OF CASH FLOWS — CONTINUED
Year ended December 31, 1992 and 1991
(See independent accountants' report)

	<u>1992</u>	<u>1991</u>
<i>Reconciliation of net income to net cash provided by operating activities:</i>		
<i>Net income</i>	\$ 653,581	\$ 461,151
<i>Adjustments to reconcile net income to net cash provided by operating activities:</i>		
<i>Depreciation and amortization</i>	153,008	91,898
<i>(Gain) on property and equipment sales</i>	(517)	(17,192)
<i>Deferred income taxes</i>	(240,137)	(332,631)
<i>Allowances for contractual adjustments and doubtful accounts</i>	(8,500)	6,000
<i>Increase in cash surrender value of life insurance</i>	(77,636)	(16,953)
<i>Covenant not to compete</i>	(70,000)	-
<i>Provision for loss in unconsolidated subsidiary</i>	-	273,510
<i>(Increase) decrease in assets:</i>		
<i>Contract receivables</i>	2,372,329	(328,078)
<i>Costs and estimated earnings in excess of billings on uncompleted contracts</i>	43,520	(33,516)
<i>Other current assets</i>	25,055	29,601
<i>Increase (decrease) in liabilities:</i>		
<i>Accounts payable</i>	(2,126,086)	436,865
<i>Billings in excess of costs and estimated earnings on uncompleted contracts</i>	(79,093)	189,739
<i>Other accrued expenses</i>	<u>(31,103)</u>	<u>(20,236)</u>
 <i>Net cash provided by operating activities</i>	 <u>\$ 614,421</u>	 <u>\$ 740,158</u>

See notes to financial statements

Roy Jorgensen Associates, Inc. and Subsidiary
CONSOLIDATED STATEMENTS OF CASH FLOWS — CONTINUED
Year ended December 31, 1992 and 1991
(See independent accountants' report)

Supplemental Schedule of Non-Cash Investing and Financing Activities

On July 24, 1992, the Company purchased all of the capital stock of Emulus Facilities Management, Inc. The assets and liabilities as of the date of purchase were as follows:

<i>Assets assumed</i>	<i>\$ 406,903</i>
<i>Liabilities assumed</i>	<u><i>392,238</i></u>
<i>Net cash paid for acquisition</i>	<u><i>\$ 14,665</i></u>

As referred to in Note G to the financial statements, the Company sold land in Florida in 1992. The following summarizes cash flow in conjunction with this sale:

<i>Down payment received</i>	<i>\$ 2,500</i>
<i>Note payments received</i>	<i>33,936</i>
<i>Liabilities for selling expenses under sale</i>	<i>\$ 31,685</i>
<i>Liabilities at year-end</i>	<u><i>24,870</i></u>
 <i>Cash paid out</i>	 <u><i>(6,815)</i></u>
<i>Net cash received</i>	<u><i>\$ 29,621</i></u>

Roy Jorgensen Associates, Inc. and Subsidiaries
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
December 31, 1992 and 1991
(See independent accountants' report)

NOTE A — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A summary of the Company's significant accounting policies consistently applied in the preparation of the accompanying financial statements follows.

Principles of Consolidation

The consolidated financial statements include the accounts of the Company and its wholly owned subsidiaries, RJA Maintenance Contractors, Inc. and Emulus Facilities Management, Inc. All material intercompany transactions and balances have been eliminated in consolidation.

The consolidated financial statements exclude the accounts of The Gordian Group, Inc., in which the Company holds a 51-percent interest. Control of that subsidiary is expected to be temporary.

Revenue Recognition

Revenues from contracts are recognized on the percentage-of-completion method. Revenues are recognized on the basis of direct, indirect, and overhead costs incurred during the period measured by the cost to cost method. Provisions for estimated losses on uncompleted contracts are made in the period in which such losses are determined.

The asset, "Costs and estimated earnings in excess of billings on uncompleted contracts," represents revenues recognized in excess of amounts billed. The liability, "Billings in excess of costs and estimated earnings on uncompleted contracts," represents billings in excess of revenues recognized.

Property, Equipment and Depreciation

Property and equipment are stated at historical cost. Depreciation is computed by the straight-line and accelerated methods over the estimated useful lives of the assets.

Expenditures for maintenance and repairs are charged to operations as incurred. Major renewals and betterments are capitalized. Gains or losses on disposals are credited and/or charged to income.

Roy Jorgensen Associates, Inc. and Subsidiaries
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
December 31, 1992 and 1991
(See independent accountants' report)

NOTE A — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Investments

Investments in land are carried at cost or market, whichever is lower. Investments in other companies are carried at cost, plus equity in undistributed earnings.

The Company accounts for a certain real estate sale on the installment method. Under the installment method, profit is recognized as a portion of each cash payment received.

Amortization of Goodwill

Goodwill represents the excess of the cost of purchased companies over the fair value of their net assets at dates of acquisition. Goodwill is fully expensed in the year of acquisition.

Income taxes

For both financial statement and income tax purposes, net income is reported on the accrual basis method. Deferred income taxes are provided for differences in timing in reporting income for financial statement and tax purposes arising primarily from differences in the methods of accounting in prior years and the write-off of investments in unconsolidated subsidiaries for financial statement purposes.

Reclassifications

Certain reclassifications have been made in the 1991 financial statements to conform to the classifications used in the 1992 statements.

NOTE B — NATURE OF BUSINESS

Roy Jorgensen Associates, Inc. is a facilities management, construction management, consulting and training firm providing professional and operations services to government agencies, national organizations and industry.

NOTE C — CONTRACTS RECEIVABLE

Contracts receivable at December 31, 1992 and 1991, include allowances for contractual adjustments and doubtful accounts of \$37,500 and \$46,000, respectively.

Roy Jorgensen Associates, Inc. and Subsidiaries
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
December 31, 1992 and 1991
(See independent accountants' report)

NOTE D — OTHER CURRENT ASSETS

At December 31, 1992 and 1991, other current assets consist of the following:

	<u>1992</u>	<u>1991</u>
Prepaid expenses	\$ 16,717	\$ 13,397
Employee advances	4,999	3,287
Receivable from officers and others, current portion	83,831	35,706
Receivable from sale of land, current portion	<u>48,347</u>	<u>-</u>
	<u>\$ 153,894</u>	<u>\$ 52,390</u>

NOTE E — NOTES RECEIVABLE

At December 31, 1992, notes receivable consist of a note due to the Company related to the 1992 sale of land. This note is receivable in monthly installments of \$3,753, including principal and interest, and bears an interest rate of 9%. \$25,064 of interest is included in earnings for 1992. At December 31, 1992, installments on this note are due as follows:

1993	\$ 48,347
1994	13,278
1995	14,523
1996	15,885
1997	17,376
1998	<u>297,770</u>
	\$407,179
Less: current portion	<u>(48,347)</u>
	<u>\$358,832</u>

NOTE F — DEPOSITS AND OTHER ASSETS

At December 31, 1992 and 1991, deposits and other assets consist of the following:

	<u>1992</u>	<u>1991</u>
Cash value, life insurance	\$229,543	\$151,908
Notes receivable, officers — long-term	87,515	109,887
Deferred income taxes	62,672	-
Rent deposits	9,891	3,387
Covenant not to compete, net of amortization of \$23,333	<u>46,667</u>	<u>-</u>
	<u>\$436,288</u>	<u>\$265,182</u>

Roy Jorgensen Associates, Inc. and Subsidiaries
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
December 31, 1992 and 1991
(See independent accountants' report)

NOTE G — OTHER ACCRUED EXPENSES

At December 31, 1992 and 1991, other accrued expenses consist of the following:

	<u>1992</u>	<u>1991</u>
<i>Insurance and bond expenses</i>	\$ 13,879	\$ 64,328
<i>Wages and benefits payable</i>	866,191	654,578
<i>Payroll, income and sales taxes payable</i>	130,539	226,934
<i>Deposits on contracts</i>	<u>-</u>	<u>1,588</u>
	<u>\$1,010,609</u>	<u>\$ 947,428</u>

NOTE H — LONG-TERM DEBT

At December 31, 1992, the Company is liable on a note payable for \$15,821 used to obtain a vehicle for its subsidiary, Emulus Facilities Management, Inc. The note carries an effective interest rate of 10.47% and is payable in monthly installments of \$531 through July 1994.

NOTE I — DEFERRED GAIN ON SALE OF PROPERTY

The Company sold land in Florida in 1992 and accounts for this sale on the installment method. The following schedule summarizes certain information for this transaction:

<i>Gross sales value</i>	\$ 443,615
<i>Cost of sale:</i>	
<i>Basis</i>	330,749
<i>Selling expenses</i>	<u>31,685</u>
	<u>362,434</u>
<i>Gain on sale</i>	81,181
<i>Gain recognized</i>	<u>6,118</u>
<i>Amount of gain deferred</i>	<u>\$ 75,063</u>

NOTE J — INVESTMENTS IN UNCONSOLIDATED SUBSIDIARIES

In March 1991, the Company purchased 51 percent of the common stock of The Gordian Group, Inc., a privately held corporation that provides job order contract consulting services. The Gordian Group has experienced substantial operating losses since its inception in June 1990. Accordingly, the Company's total investment of \$273,510 was charged against 1991 operations.

Roy Jorgensen Associates, Inc. and Subsidiaries
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
December 31, 1992 and 1991
(See independent accountants' report)

NOTE J — INVESTMENTS IN UNCONSOLIDATED SUBSIDIARIES (Continued)

The Company's investment of 51 percent of the common stock of The Gordian Group is carried on the cost method because the Company's control is expected to be temporary.

The summary financial position and results of operations for The Gordian Group are presented below:

	<u>1992</u>	<u>1991</u>
<i>Current assets</i>	\$ 11,500	\$ 22,418
<i>Furniture and equipment - net</i>	<u>11,853</u>	<u>18,972</u>
<i>Total assets</i>	<u>\$ 23,353</u>	<u>\$ 41,390</u>
<i>Current liabilities</i>	110,926	80,017
<i>Long-term debt</i>	<u>517,303</u>	<u>483,519</u>
<i>Total liabilities</i>	<u>\$ 628,229</u>	<u>\$ 563,536</u>
<i>Stockholders' deficit</i>	<u>\$(604,876)</u>	<u>\$(522,146)</u>
<i>Revenue</i>	<u>\$ 294,177</u>	<u>\$ 101,792</u>
<i>Net loss</i>	<u>\$(82,730)</u>	<u>\$ (370,412)</u>

NOTE K — AMORTIZATION OF INTANGIBLE ASSETS

On July 24, 1992, the Company acquired 100 percent of the outstanding capital stock of Emulus Facilities Management, Inc. (Emulus). The consolidated statement of operations includes the activities of Emulus from July 24, 1992 through December 31, 1992. Goodwill, representing the excess of the cost of Emulus over the fair value of its assets was recorded in the amount of \$29,477. This goodwill was fully amortized during 1992.

A non-competition agreement was executed associated with the acquisition of Emulus whereby principals of Emulus agreed not to compete with the Company for a period of five years. The cost of this non-competition agreement, \$70,000, is being amortized on the sum-of-the-years digits method over the term of the agreement. The amount charged to expense in 1992 was \$23,333.

Roy Jorgensen Associates, Inc. and Subsidiaries
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
December 31, 1992 and 1991
(See independent accountants' report)

NOTE L — INCOME TAXES

The components of the income tax provision for the years ended December 31, 1992 and 1991, are as follows:

	<u>1992</u>	<u>1991</u>
<i>Tax provision based on income</i>		
<i>State</i>	\$ 78,300	\$ 57,200
<i>Federal</i>	<u>324,400</u>	<u>233,500</u>
	<u>\$402,700</u>	<u>\$290,700</u>
 <i>Provision for income taxes</i>		
<i>Current</i>	\$642,837	\$623,331
<i>Deferred</i>	<u>(240,137)</u>	<u>(332,631)</u>
	<u>\$402,700</u>	<u>\$290,700</u>

NOTE M — COMMITMENTS AND CONTINGENCIES

The corporate offices are leased from a partnership controlled by the majority stockholders of the Company under an operating lease expiring in September 1998. Real estate taxes, insurance and substantially all other related costs are the responsibility of the Company. During the years ended December 31, 1992 and 1991, the Company paid \$139,600 and \$134,000, respectively, to this partnership.

Additionally, the Company leases regional and project office space from unrelated parties under operating leases expiring in 1993 and 1995.

Roy Jorgensen Associates, Inc. and Subsidiaries
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
December 31, 1992 and 1991
(See independent accountants' report)

NOTE M — COMMITMENTS AND CONTINGENCIES (Continued)

Minimum future rental payments as of December 31, 1992 for each year through the various lease maturities are as follows:

<u>Year</u>	<u>Amount</u>
1993	\$285,306
1994	284,921
1995	151,792
1996	142,800
1997	142,800
Remainder	<u>95,200</u>
	<u><u>\$1,102,819</u></u>

At December 31, 1992 the Company has a bank line of credit of \$1,000,000 expiring in April 1993 to provide working capital and letters of credit to support contracts. The Company has no outstanding working capital loans or letters of credit at December 31, 1992

At December 31, 1992, the Company has obligations to complete contracts of approximately \$16,021,000.

NOTE N — TREASURY STOCK TRANSACTIONS

The Company purchased 15,150 shares and 8,000 shares of its common stock at an aggregate cost of \$227,181 and \$96,000 during the years ended December 31, 1992 and 1991, respectively. The Company also sold 450 shares of common stock held in its treasury in 1992 and sold 680 shares in 1991. The aggregate selling price of the shares was \$5,747 and \$7,004, respectively.

NOTE O — EMPLOYEE STOCK OWNERSHIP PLAN

The Company has an employee stock ownership plan which provides retirement, disability and death benefits for its eligible employees and their beneficiaries. Annual contributions are determined by the Board of Directors and are made solely in shares of the Company's common stock and/or cash. The amount of any annual contribution is discretionary; however, it is the intention of the Board to make, at a minimum, annual contributions in an amount sufficient to meet current debt obligations of the plan. The Company's contribution for the years ended December 31, 1992 and 1991, were \$275,000 and \$175,000, respectively.

APPENDIX B

Letters of Support

Roxbury Charter School Letter of Support

"I support school choice and the idea of Charter schools because:

- ☐ I would like to explore any option to the current education system.
- ☐ I think the public education system could do a better job.
- ☐ I think the public education system is doing a poor job.
- ☐ I want direct input on my child's(rens) learning experience.
- ☐ I think teachers and administrators should be held personally accountable for their work performance.
- ☐ I feel my child(ren) could learn more than they are now.
- ☐ I would prefer an education choice to paying private school tuition.
- ☐ I feel that public education is my right, so I should get a quality product. But the current system is not responding to my needs.

My current concern stems from the fact that:

- ☐ I am a resident of Roxbury
- ☐ I am a homeowner in Roxbury
- ☐ My child(ren are/have/will attended Roxbury Public schools
- ☐ My child(ren) are/have/will attended a private school.

My children are graduated,

- ☐ but I would have liked an alternative educational choice for them.
- ☐ and I utilized a private school to meet my needs.

If I were able to directly influence the things and the way my child(ren) is(are) being taught.

- ☐ I would become more involved in school activities.
- ☐ I would volunteer time or talents.
- ☐ I would not become more involved or volunteer my time and talents.

If I had the choice to place my child(ren) in an alternative environment which stressed academics, discipline, self-esteem, and instructional efficiency (at no cost to the family) I would:

☐ enroll now ☐ find out more ☐ not consider it

Additionally, my comments are:

Name: _____

Address: _____

City: _____ ST: _____ ZIP: _____

phone#(optional) _____ ☐ please keep me informed

Your signature: _____ Date: _____

Jorgensen Charter School Letter of Intent

I, _____, hereby state my preference to enroll my child(ren) in the Roxbury Charter School program for the 1994/95 school year. There is no cost involved to parents. This school will be supported by public funds.

name of child

grade

name of child

grade

name of child

grade

name of child

grade

name of child

grade

Signed: _____ Date _____

Former source of education: (public school, home, private, please name which school) _____

This Letter of Intent in no way obligates the parent to participate in the Roxbury Charter School program nor does it imply a guarantee of any kind that the Charter School program will be approved by that same Board. Only through parental support can the Charter School program become a reality.

As always, your comments are welcome:

Name: _____

Address: _____

City: _____ ST: _____ ZIP: _____

phone#(optional) _____ please keep me informed

Your signature: _____ Date: _____

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Lela Abinada
Address: 1841 Washington
City: Roxbury State: MA Zip: _____
Phone #: 617-462-75353 Date: 2-14-94
No. Children: 5 Ages: See below

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? 5

Ages: 13, 11, 9, 8, 5

If Children Graduated Already:

☒ I would have liked a better alternative to the public system

☒ I sent my children to private school 2 private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would: If she could afford, she would send all her children

- ☒ Enroll now
☐ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we sent it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: DAVID BRUNO
Address: 11 Tetlow St.
City: Roxbury State: MA Zip: 02115
Phone #: (617) 738-1076 Date: 2/12
No. Children: two Ages: 5, 8

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? two

Ages: 5, 8

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☒ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we sent it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Willie Anderson
Address: 637 PARKER ST.
City: Roxbury State: MA Zip: 02115
Phone #: (617) 442-0586 Date: 2/12/94
No. Children: _____ Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes

☐ No

How Many? Three

Ages: 2, 6, 11

If Children Graduated Already:

☐ I would have liked a better alternative to the public system

☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☒ Enroll now

☒ Find out more

☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

☒ I think the public education system could do a better job

☒ I feel that my children could learn more than they are now

☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we sent it?

☒ Yes

☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: MANUEL ANDRAGA
Address: 34 Woodward Ave.
City: Roxbury State: MA Zip: 02115
Phone #: 442-6415 Date: 2/12/94
No. Children: 2 Ages: 5, 10

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? 2

Ages: 10, 5

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☒ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: DANNELL RICKS
Address: 15 MAYFAIR ST.
City: Roxbury State: MA Zip: 02115
Phone #: (617) 427-5038 Date: 2/12/94
No. Children: 1 Ages: 6 yrs.

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? One

Ages: 6

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☒ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Victoria Agbagba
Address: 1855 Washington St.
City: Roxbury State: MA Zip: 02115
Phone #: 617 442-6986 Date: 4/12/94
No. Children: Four Ages: 3, 5, 6, 9

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? Four

Ages: 3, 5, 6, 9

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☐ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we sent it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Dorothy Allen
Address: 25 Whittier St.
City: Roxbury State: MA Zip: 02115
Phone #: (617) 442-0411 Date: 2/12/94
No. Children: two Ages: 4, 7

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? two

Ages: _____

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☒ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: VANNEA McDERMOTT
Address: 3 INTERVALE ST.
City: ROXBURY State: MA Zip: _____
Phone #: 617 445-0946 Date: 2/12/94
No. Children: ONE Ages: 7

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? ONE

Ages: 7

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☒ Enroll now
☐ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☐ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☐ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: DAN HETNER
Address: 1548 TREMONT ST
City: Roxbury State: MA. Zip: _____
Phone #: (617) 442-5155 Date: 2/11/94
No. Children: 2 Ages: 5, 8

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? two

Ages: 5, 8

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☒ Enroll now
☐ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Richard Allen

Address: 104 Weymouth Ct.

City: Roxbury State: MA Zip:

Phone #: 617-445-0679 Date: 9-11-94

No. Children: Ages:

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions? yes

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? 3

Ages: 10, 10 + 4

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☐ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we sent it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Dormie Allen

Address: 97 Cadman Park

City: Roxbury State: MA Zip: _____

Phone #: 617-427-6349 Date: 2-14-94

No. Children: _____ Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions? Yes

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? 2

Ages: 10 & 14

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☐ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Lisa Allen

Address: 7 Weaver Way

City: Roxbury State: MA Zip: _____

Phone #: 617-445-8930 Date: 5-14-94

No. Children: _____ Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions? yes

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? 2

Ages: 4 + 7

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☐ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Sawad Ali

Address: 114 Riverway

City: Roxbury State: MA Zip: _____

Phone #: 617-730-9756 Date: 2-14-94

No. Children: _____ Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions? yes

1. Do you currently have children in the public school system?

☒ Yes

☐ No

How Many? one

Ages: 9

If Children Graduated Already:

☐ I would have liked a better alternative to the public system

☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☒ Enroll now

☐ Find out more

☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

☒ I think the public education system could do a better job

☒ I feel that my children could learn more than they are now

☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☒ Yes

☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Benjamin Andrade
Address: 34 Woodward Ave
City: Roxbury State: MA Zip: 02115
Phone #: 442-6415 Date: _____
No. Children: 1 Ages: 6

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? One

Ages: 6

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☒ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we sent it?

☒ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Barbara Andrews Gylster
Address: 26 Chestwood St.
City: Roxbury State: MA Zip: _____
Phone #: 442-2693 Date: 2/12/94
No. Children: 2 Ages: 12, 13

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes

☐ No

How Many? 2

Ages: 12, 13

If Children Graduated Already:

☐ I would have liked a better alternative to the public system

☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☒ Enroll now

☒ Find out more

☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

☒ I think the public education system could do a better job

☒ I feel that my children could learn more than they are now

☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☒ Yes

☐ No

for middle school

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Olivia^{DE} Andrade
Address: 10 Longdon St.
City: Roxbury State: MA Zip: 02115
Phone #: (617) 427-2665 Date: 2/12/94
No. Children: 2 Ages: 15, 18

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☒ Yes ☐ No

How Many? 2

Ages: 15, 18

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☐ Enroll now
☒ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☐ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Frank B. Miller
Address: 12 Elm Hill Park
City: Roxbury State: MA Zip: _____
Phone #: 617-445-5830 Date: 2-14-94
No. Children: three Ages: 3, 7, 9

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions? yes

1. Do you currently have children in the public school system?

☒ Yes

☐ No

How Many? _____

Ages: _____

If Children Graduated Already:

☐ I would have liked a better alternative to the public system

☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☒ Enroll now

☐ Find out more

☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

☒ I think the public education system could do a better job

☒ I feel that my children could learn more than they are now

☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☐ Yes

☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Lynn T. Amis

Address: 11 Nevada Rd

City: Roxbury State: Mass Zip: _____

Phone #: 617-445-7886 Date: 2-14-94

No. Children: _____ Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☐ Yes

☒ No

How Many? _____

Ages: already graduated

If Children Graduated Already:

☒ I would have liked a better alternative to the public system

☐ I sent my children to private school

system could be better

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☐ Enroll now

☐ Find out more

☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

☒ I think the public education system could do a better job

☒ I feel that my children could learn more than they are now

☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we sent it?

☐ Yes

☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: George A. Muma, Jr. & Marie Muma

Address: 650 Huntington Ave

City: Roxbury State: Ma Zip: _____

Phone #: 617-731-4902 Date: 2-14-94

No. Children: _____ Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☐ Yes

☒ No

How Many? _____

Ages: _____

If Children Graduated Already:

☐ I would have liked a better alternative to the public system

☒ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☐ Enroll now

☐ Find out more

☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we send it?

☐ Yes

☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Mama Blaine
Address: 247 Belmont Ave
City: Roxbury State: MA Zip: _____
Phone #: 617-427-5203 Date: _____
No. Children: N/A Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system? *when are you*
☐ Yes ☒ No

How Many? _____

Ages: _____

If Children Graduated Already:

- ☒ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

- ☐ Enroll now
☐ Find out more
☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

- ☒ I think the public education system could do a better job
☒ I feel that my children could learn more than they are now
☒ The current system is not responding to my needs

4. If you are interested we will be sending you a Letter of Intent to enroll your children. Just fill it out, sign it, and return it in the enclosed postage-paid envelope. We will be back in touch prior to the start of school in the Fall. Should we sent it?

- ☐ Yes ☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Avis Rethen
Address: 494- 7th Street
City: Roxbury State: MA Zip: _____
Phone #: 442-7975 Date: _____
No. Children: _____ Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

I have children

1. Do you currently have children in the public school system?

☐ Yes

☒ No

How Many? _____

Ages: _____

If Children Graduated Already:

☒ I would have liked a better alternative to the public system

☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☐ Enroll now

☐ Find out more

☐ Not consider it

COMPLETE QUESTIONS BELOW FOR THOSE WHO ARE INTERESTED

3. I support the idea of the Roxbury Charter School because:

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☒ I feel that my children could learn more than they are now

☒ The current system is not responding to my needs

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☐ Yes

☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: S. Atkins
Address: 650 Huntington Ave
City: Roxbury State: MA Zip: _____
Phone #: 617-566-2486 Date: _____
No. Children: _____ Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system? *Always interested in better schools but no children*

☐ Yes

☒ No

How Many? _____

Ages: _____

If Children Graduated Already:

☒ I would have liked a better alternative to the public system

☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☐ Enroll now

☐ Find out more

☐ Not consider it

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☒ I feel that my children could learn more than they are now

☒ The current system is not responding to my needs

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☐ Yes

☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: TUAN AN
Address: 860 Huntington Ave.
City: Roxbury State: MA Zip: 02115
Phone #: 617 232-6071 Date: 2/12/94
No. Children: N/A Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☐ Yes

☒ No

How Many? _____

Ages: _____

If Children Graduated Already:

☐ I would have liked a better alternative to the public system

☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☐ Enroll now

☐ Find out more

☐ Not consider it

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☐ Yes

☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: MARK B. Allen JR.

Address: _____

City: Roxbury State: MA Zip: 02115

Phone #: 617 541-2729 Date: 2/12/94

No. Children: N/A Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions?

1. Do you currently have children in the public school system?

☐ Yes

☒ No

How Many? _____

Ages: _____

If Children Graduated Already:

☐ I would have liked a better alternative to the public system

☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

☐ Enroll now

☐ Find out more

☐ Not consider it

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☐ Yes

☐ No

**ROXBURY CHARTER SCHOOL
INDICATION OF SUPPORT
SURVEY**

Name: Paullette Anderson
Address: 11 Woodbine
City: Roxbury State: MA Zip: _____
Phone #: 442-5631 Date: 2-14-94
No. Children: _____ Ages: _____

Hi! I'm calling from the Roxbury Charter School. We're doing a survey to determine the amount of support for a new school in Roxbury with high standards for student performance. Do you have a minute to answer a few questions? *yes*

1. Do you currently have children in the public school system?

☐ Yes ☒ No

How Many? _____

Ages: _____

If Children Graduated Already:

- ☐ I would have liked a better alternative to the public system
☐ I sent my children to private school

2. If I had a choice to place my children in an alternative environment which stressed academics, discipline, self-esteem, and instructional excellence (at no cost to you) I would:

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☒ Find out more
☐ Not consider it

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☐ The current system is not responding to my needs

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☐ Yes ☐ No

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